

Community Mental Health Specialization Final Evaluation

Student Name: _____

Internship Agency: _____

The evaluation of student performance is an "on-going" process throughout the internship, in which the student receives feedback and an accurate description of their performance. The field instructor and student are active participants in the evaluation process. The student assumes responsibility for self-evaluation and at the same time recognizes the role of the field instructor in evaluating overall performance. Open communication is required for the evaluation process to be effective.

Instructions:

To assist in the completion of this evaluation tool, the field instructor and student should meet and discuss the student's progress using the learning plan as a guide.

- The field instructor reads the objective and the evaluation statements.
- Circle the number that corresponds with the student's current performance.
- If the student's performance is mid-range of an evaluation statement then circle the middle between the two numbers or what closest reflects the students learning.
- If an objective is not applicable to the student's learning experience then circle N/A above the objective.
- If the student has not yet completed activities related to an objective then circle N/A.
- Complete the mid-term evaluation questions.
- Both Student and Field Instructor sign the form.
- Submit to the Field Education Office.

NOTE: If student rates high on the majority of objective at mid-term, this would indicate that they need more challenging activities to enhance the learning experience.

ETHICS AND VALUES

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|---|--|--|--|--|
| Demonstrates ethical practice reflecting social work values and principles. | Does not have the ability to identify ethical dilemmas in practice. When given examples of ethical dilemmas, is unable to critically analyze to determine potential resolutions. | Identifies uncomfortable situations but does not identify them as ethical dilemmas. Needs assistance in identifying appropriate resolution based on social work values and principles. | Demonstrates ability to question situations and discuss potential ethical dilemmas and is able to apply social work values and principles in the resolution process. | Demonstrates ability to critically analyze situations and identify ethical dilemmas, then applies social work values and principles in the resolution process. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Understands the role of social work in the agency. | Is not able to articulate an understanding between social work practice and approaches by other disciplines. | Articulates an understanding of the role of social work but has difficulty understanding alternative approaches to practice. | Demonstrates an understanding of the role of a social worker and is able to acknowledge different approaches by professionals from other disciplines. | Demonstrates an understanding of the role of a social worker and respects other disciplines input in order to provide quality services. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates professional behavior. | Demonstrates unprofessional behavior, challenges agency policies and is not respected by staff, clients or community contacts. | Does not consistently act professional, has to be reminded of agency policies and rules and at times, acts inappropriate towards staff, clients and/or community. | Acts in a professional manner but occasionally has to be reminded of agency policy. Interacts appropriately with staff, clients and community. | Demonstrates professional behavior, adheres to agencies policies and is a valued asset to the agency. |

COMMENTS:

ORGANIZATIONAL STRUCTURE

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|---|--|--|---|
| Demonstrates an understanding of agency programs and services. | Shows limited interest in learning about the agency's programs and services. | Understands the services provided in the program in which completing internship, however, has limited knowledge of other programs and services provided within the agency. | Good understanding of the programs and services provided in the agency and is able to share information about programs and services with persons outside the agency. | Excellent understanding of the programs and services of the agency. Is able to identify gaps in services and identifies potential changes in programming to enhance services. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Understand and follow agency policies, procedures, regulations and protocol. | Has a limited understanding or appreciation for agency policies and procedures. | Generally adheres to the policies and procedures. Can articulate agency policies and procedures to others. | Shows the ability to adapt policies to ambiguous and/or complex situations and adheres to policies at all times. | Very skilled at applying the practical, theoretical and legal concepts underlying agency policies. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrate the ability to function within the agency structure. | Fails to adhere to the reporting lines within the agency. | Understands the hierarchy within the agency. Attends agency meetings but is not an active participant. | Actively participates in agency meetings and understands the political systems within the agency. | Has an exceptional understanding of the structure of the agency and functions well within its structure. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrate knowledge of issues facing the agency. | Rarely considers issues faced by the agency. Does not articulate ideas in agency meetings or with supervisor. | Recognizes and expresses concern about agency issues. Occasionally offers suggestions for constructive changes. Offers input in agency meetings. | Makes suggestions and takes steps in making changes to agency policies and procedures. Advocates on behalf of the client(s). Actively participates in planning meetings. | Aware of the implications of various policies and procedures for clients and staff. Actively participates in agency meetings and advocates when appropriate on behalf of the client(s). |

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|---|--|---|--|--|
| Understands the agencies connections within the community | Has limited knowledge of resources within the community and has not expressed an interest in expanding this knowledge. | Visits and gathers information about various community resources. Organized information into a usable resource. | Good knowledge of the various resources within the agency. Understands agency's programs and services and how they fit in relationship to other services within the community. | Excellent knowledge of community resources. Actively participates in community human service meetings. Advocates on behalf of client for services at other agencies. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Knowledge of the funding sources of the agency. | Little or no exposure to the funding mechanisms of the agency. Showed little interesting in obtaining the information. | Discusses with supervisor the various funding sources of the agency. | Understands the agency's funding mechanisms. | Understands the agency's funding resources. Researched various resources for funding. Developed and submitted a proposal for grant, contract, revenue source, etc. |

COMMENTS:

ECOLOGICAL SYSTEMS FRAMEWORK

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|---|--|---|--|---|
| Demonstrates the ability to engage clients in the initial phase of service. | Engages client in an initial dialogue into service needs. Inconsistent use of basic skills when exploring identified problem. | Engages client to obtain information of service needs. Uses open ended questions to explore other related issues beyond presenting problem. | Skilled at engaging clients and allowing them to feel at ease to explore service needs. Incorporates both verbal and non-verbal communication to explore issues beyond the stated problem. | Outstanding skills in engaging clients using verbal and non-verbal communication to explore identified problem. Explores environmental factors and societal issues that impact the stated problem. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates proficiency in assessment using an ecological systems framework. | Inconsistent in ability to obtaining pertinent information. Has difficulty identifying the issues, needs or causative factors. Written assessment need critical feedback and DSM-IV diagnosis often need revisions. | Shows growth in ability to collect pertinent information. Obtains appropriate amount of information to identify issues, needs and/or causative factors. Written assessments require little feedback and DSM-IV diagnosis occasionally need revision. | Skilled at obtaining information from client to write a clear assessment identifying the issues, client's needs and causative factors. Written assessments and diagnosis rarely need feedback. | Has ability to analyze the information obtained from the client to identify complex problems considering the client's involvement with various systems in society. Written assessment are clear and concise providing enough information to support the diagnosis. |

COMMENTS:

INTERVENTIONS

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|--|---|---|---|
| Demonstrates the ability to gather facts, analyze issues and plan an intervention based on a comprehensive assessment. | Has some difficulty in developing a plan for intervention. Continues to develop skills in engaging clients in this process. | Shows growth in engaging clients and involve them in the intervention plan development. | Involves the client in the selection of treatment goals based on the assessment. Identifies when there is a need to alter plan and refers clients to appropriate resources. | Excellent skills in engaging clients in the development of treatment interventions. Sensitive to the necessity for changes in goals. Able to work with the client around complex situations reducing barriers to goal attainment. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates ability to use a variety of theoretical approach when providing services to individual, families, couples, etc. to address treatment goals. | Expresses difficulty in using a variety of interventions. Exhibits difficulty in choosing interventions that are affective in alleviating symptoms identified on the treatment plan. | Show knowledge of a variety of theoretical intervention, however, has difficulty in selecting the intervention that works best to reduce symptoms identified in treatment plan. | Uses a variety of theoretically based interventions. Asks for literature on other interventions to use with client population to assist in addressing treatment goals. | Demonstrates confidence in using a variety of theoretically based intervention. Researches and reads literature on various evidence-based interventions to use with clients. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates ability to facilitate a group. | Shows uncertainty in group situations. Has difficulty analyzing group dynamics and detecting verbal and non-verbal cues. | Facilitates the group process and is able to elicit interaction among group members. | Uses group dynamics to facilitate group interaction. Is skilled at both leadership and participant role. | Extremely skilled at analyzing and influencing group interactions. Is able to detect cues of participants and confront when necessary. |

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|---|--|--|--|
| Demonstrates ability to engage client in evaluating treatment. | Has difficulty approaching clients in the evaluation process. Does not maintain the necessary documentation for evaluation. | Shows ongoing growth in the ability to engage clients in the evaluation process. Needs assistance in objectivity around client's progress. | Engages clients in the evaluation process. Maintains the necessary documentation for the evaluation process. | Excellent skills at engaging clients in the evaluation process. Challenges clients to self-evaluate as an ongoing process. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Documents according to agency guidelines. | Needs assistance and feedback on documentation. Falls behind in maintaining files. | Shows growth in ability to accurately document. Reports difficulty in keeping timely documentation. | Documentation is appropriate. Completes documentation in a timely manner. | Documents in a clear and concise manner. Files are up to date, orderly and correct. |

COMMENTS:

SUPERVISION

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|---|---|--|---|
| <p>Demonstrates ability to participate actively in the learning process.</p> | <p>Does not prepare for supervision by bringing questions/ethical dilemmas/observations. Does not follow through with instructions or feedback from the field instructor.</p> | <p>Responds satisfactorily to supervision but usually does not take initiative in seeking such help. Seldom requests or makes suggestions for improvement. Sometimes demonstrates understanding of feedback and implements suggestions.</p> | <p>Seeks supervision responsibly and generally makes wise use of supervisors' suggestions. Prepares for the conferences most of the time.</p> | <p>Consistently prepares for supervision. Incorporates feedback and suggestions of field instructor into practice. Exhibits excellent communication skills.</p> |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| <p>Demonstrates self-awareness.</p> | <p>Demonstrates minimal self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with clients. Is unable to identify what triggers emotions when working with clients.</p> | <p>Self-awareness is at an acceptable level, although there have been a few difficulties. Shows sporadic awareness of how personal beliefs and values affect behavior and impact interactions and relationships with clients. Is sometimes able to identify what triggers emotions when working with clients.</p> | <p>Has generally demonstrated a high level of self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with clients. Most of the time has the ability to identify what triggers emotions when working with clients.</p> | <p>Demonstrates a high level of self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with clients. Is able and willing to identify what triggers emotions when working with clients. Processes and evaluates self to promote personal and professional growth and development.</p> |

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|--|---|--|---|
| Demonstrates ability to evaluate one's practice. | Has extremely limited ability to evaluate own practice in an effort to identify appropriate progress indicators, successful intervention, and change. Does not know how or is unwilling to conduct evidence-based research on interventions for client issues in an effort to improve services to clients. | Shows limited ability to evaluate own practice by examining practice interventions and to revise interventions with clients based on evidence-based research and/or the recommendations from clinical supervision. Has limited research capabilities. | Has shown some ability to evaluate own practice by examining practice interventions and revising these based on evidence-based research and/or recommendations from clinical supervision. Has demonstrated ability to conduct research on interventions for client treatment issues. | Has consistently demonstrated an ability to effectively evaluate own practice interventions. Initiates interventions based on evidence-based research and/or recommendations of clinical supervision. Understands how to monitor and record measurable change in a clients' progress. |

COMMENTS:

DIVERSITY

| N/A | 34 | 5.....6 | 7.....8 | 9.....10 |
|--|---|--|--|---|
| Demonstrates awareness of and respect for diverse client groups. | Inconsistent in efforts to obtain knowledge and gain awareness of diverse client groups. | Shows interest in and occasionally initiates efforts to gain knowledge and understanding of diverse groups through self-assessment, discussions with field instructor, and reading materials. | Consistently involved in efforts to increase skills and knowledge while working with diverse groups. Shows initiative in seeking new learning experiences and some awareness of self. Accepts and works on identified biases. | Is highly aware of and respectful towards diverse groups. Always makes an effort to learn about diverse groups and incorporate that knowledge into practice. Consistently seeks feedback from others on issues of diversity in an effort to grow personally and professionally. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates the ability to communicate with diverse clients, colleagues, and community members. | Has limited ability to express self. Exhibits difficulty and hesitant when interacting with clients. Overly passive or aggressive in relationships with colleagues. | Communication is understood and in most situations is comfortable in expressing ideas freely. Usually establishes effective relationships with clients, with occasional difficulty in unfamiliar situations. Accepts most people and is making progress in being comfortable with diversity. | Communicates in an accepting manner. Recognizes difficulties and limitations and seeks feedback. Consistently accepts clients and is comfortable with diversity most of the time. Has good working relationships and is able to discuss areas of conflict openly and honestly. | Very skilled at resolving conflict and being assertive. Demonstrates confidence in relating to clients in complex situations. Consistently seeks constructive feedback. High level of self awareness of own attitudes and beliefs. Consistently accepts people as they are, is comfortable with diverse groups. |

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|---|---|---|--|--|
| Demonstrates an understanding of the forms of oppression and discrimination and an ability to advocate on behalf of diverse groups. | Is unable to identify how race, class, gender, age, ethnicity, sexual orientation, and disability impact diverse client groups. Does not demonstrate a willingness or ability to advocate on behalf of diverse client groups. | Shows progress in acknowledging and understanding how issues of diversity impact clients. Shows interest in and occasionally initiates efforts to evaluate own practice. Occasionally identifies resources and articulates ideas for change and social justice to improve the quality of services for diverse groups. | Takes constructive steps to make changes in agency practices/policies which are needed to improve services to diverse groups. Advocates for client reflecting an understanding of client's needs, capacities and readiness for change. Skilled in use of resources and identifies constraints of resources within the community. | Consistently advocates for clients maintaining cultural sensitivity. Makes a concerted effort to seek out field instructor for consultation and feedback on using self as a change agent for social and economic justice to benefit diverse groups. Reflects an understanding of the impact of oppression and discrimination within the community. |

COMMENTS:

MACRO PRACTICE

| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
|--|---|--|--|--|
| Demonstrates an understanding of how policies are developed at the agency. | Shows no interest in gaining knowledge of the process in developing agency policies and services. Is not able to identify key forces impacting the agency. Does not advocate for clients or services. | Shows limited knowledge of how the agency develops policies and services. Has some knowledge of external influences on agency policies and services. Sometimes advocates for clients and services. | Demonstrates knowledge of the process for developing agency policies and services as well as the external forces that impact the agency. Usually advocates for clients and services. | Consistently demonstrates knowledge and use of agency policies and services as well as participating in meetings and groups that address and/or advocate for clients and services of the agency. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates an understanding of social work administration. | Has a beginning understanding of the agencies mission, goals, and its' role in the community. Does not participate or assist in program evaluation, program planning, and/or implementation. | Has a basic understanding of the agencies mission, goals, and its' role in the community. Sporadically participate and/or assists in program evaluation, program planning, and/or implementation. | Is usually able to interpret agency policies and regulations. Has an ability to interpret the agencies mission, goals, and its' role in the community in providing services to clients. Initiates participation in program planning. | Is able to identify and explain relevant agency policies and procedures. Effectively utilizes the agency's resources including administrative and research to benefit clients. Is able to identify gaps in services and resources. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates knowledge of developing a grant. | Does not demonstrate an interest in or ability to assist in grant research and/or grant writing. Lacks knowledge and understanding of grants. | Shows some interest in and/or ability to assist in grant research and/or grant writing. Has limited knowledge of the grant proposal process. | Participates in planning, research for grants, and writing grant proposals. Contributes to the grant proposal process. | Initiates a plan to develop grant(s), research for grants, and writing grant proposals. Has submitted a grant proposal. |

| | | | | |
|---|---|--|--|---|
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates an ability to design and implement training. | Lacks knowledge and/or ability to provide or design and implement training. | Has limited knowledge of how to identify needs, design/implement, and provide training. | Is aware of and understands training needs of agency. Is willing to address needs. | Demonstrates the ability to design, implement, and provide training. |
| N/A | 3.....4 | 5.....6 | 7.....8 | 9.....10 |
| Demonstrates knowledge in program development. | Lacks knowledge of program development. Is unable to complete a needs assessment or develop a comprehensive plan for program development. | Has limited knowledge of program development. Has limited ability to complete needs assessment and develop comprehensive plan. | Has knowledge of and some ability to assess needs, develop a comprehensive plan, and implement the plan. | Effectively assesses needs, develops a plan, describes the program, presents a program proposal, implements the plan, and completes program evaluation. |

COMMENTS:

Final Evaluation Signatures:

The student and Field Instructor have completed the evaluation process. Signatures certify that each have read the evaluation.

Field Instructor

Student

Date

Date