 Date of Evaluation:

Social Work Field Education

Senior Placement Performance Evaluation

Student Name:       Grade: Midterm       Final

*Instructions for rating student on the 11 competencies in the first part of the evaluation:* The standard by which a Social Work Practicum student is to be compared is that of a new beginning-level social worker. The 11 competences specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). Under each competency statement are several items that we ask you to rate according to the written criteria.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

|  |  |
| --- | --- |
| 5 | The student has excelled in this area |
| 4 | The student is functioning above expectations in this area |
| 3 | The student has met the expectations in this area |
| 2 | The student has not yet met expectations in this area but gives indication s/he will do so in the near future |
| 1 | The student has not met expectations in this area and does not give indication s/he will do so in the near future |
| na | Not applicable as the student has not had the opportunity to demonstrate competence in this area |

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to **your** field setting. The field instructor’s rating of these items will be used to assist in calculating the grade given to the student. The faculty liaison has final responsibility of assigning the grade for field instruction. The grade that is assigned will be based on **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials including student logs, seminar participation, and papers that integrate field with classroom instruction.**

Rating Scale:2-7-11

| **C****ompetency #1: Student will *identify with the social work profession* and demonstrate behaviors expected of entry level practitioners.** | | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 1.1 | Student sets meaningful and realistic career goals that give adequate consideration to professional strengths/limitations, participation in professional organizations, and continuing education. | |  |  |  |  |  |  |
| 1.2 | Student is able to identify the unique roles and contributions of social workers in an interdisciplinary setting. | |  |  |  |  |  |  |
| 1.3 | Student demonstrates consistent adherence to the standards of appearance, comportment, and communication expected of social work professionals. | |  |  |  |  |  |  |
| 1.4 | Student shows an ability to use professional consultation and supervision to enhance the quality of their practice. | |  |  |  |  |  |  |
| 1.5 | Student understands and practices the unique social work role of advocating for client access to services. | |  |  |  |  |  |  |
| Comments: | | | | | | | | |
|  | |  | | | | | | |

| **Competency #2: Student will act and practice in a manner that demonstrates a thorough understanding of professional social work *ethical principles.*** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 2.1 | Student demonstrates an ability to practice in accordance with the NASW Code of Social Work Ethics and other recognized frameworks. |  |  |  |  |  |  |
| 2.2 | Student articulates a thoughtful integration of their personal values/ethics and those of the social work profession. |  |  |  |  |  |  |
| 2.3 | Student competently uses accepted professional models and tools to analyze and resolve ethical dilemmas in social work practice, demonstrating an appreciation for the fact that there may be more than one ethical approach to the resolution of any given problem. |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  | |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency #3: Student will demonstrate the competent application of *critical thinking* to the practice of social work and an ability to communicate effectively.** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 3.1 | Student is proficient in accessing, assessing and using professional literature and research findings in their practice. |  |  |  |  |  |  |
| 3.2 | Student is able to identify accepted models of assessment, prevention, intervention, and evaluation, and their proper use. |  |  |  |  |  |  |
| 3.3 | Student demonstrates a proficiency in oral communication with client constituencies and colleagues. |  |  |  |  |  |  |
| 3.4 | Student demonstrates a proficiency in written communication with client constituencies and colleagues. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #4: Student practices will reflect an appreciation for the value and importance of *human diversity* (gender, ethnicity, social class, sexual orientation, disability, spirituality, and age).** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 4.1 | Student gives due consideration to human diversity and the effects of historical treatment in their assessment of human behavior and practice interventions. |  |  |  |  |  |  |
| 4.2 | Student articulates an understanding of the ways in which cultural structures and values exacerbate social inequalities among diverse groups. |  |  |  |  |  |  |
| 4.3 | Student can identify and mitigate the negative influences of their own biases and values in working with diverse groups and individuals. |  |  |  |  |  |  |
| 4.4 | Student demonstrates an ability to practice social work with a positive regard for the nuances of human diversity and the contributions of diverse groups. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #5: Student will demonstrate an appreciation for the social work profession’s commitment to *social and economic justice* and an understanding of our ethical obligations to work towards these ends.** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 5.1 | Student shows that they understand the dynamics and historical roots of oppression, recognizing ways in which economic security and social well-being are related. |  |  |  |  |  |  |
| 5.2 | Student is able to identify effective policy strategies for alleviating social and economic oppression and ways they might be implemented. |  |  |  |  |  |  |
| 5.3 | Student is able to articulate and advocate for legislative policy changes that reflect a high regard for social/economic justice. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #6: Student will demonstrate *research skills* that enable them to critically evaluate practice and outcomes; their practice will reflect the use of relevant research findings.** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 6.1 | Student can design interventions that are well-grounded in current, relevant research. |  |  |  |  |  |  |
| 6.2 | Student is able to design, implement and present a program assessment that gives due credence to data gathered through professional practice. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #7: Student practice will evidence due regard for principles and theories of *human behavior and the social environment.*** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 7.1 | Student demonstrates an ability to use basic concepts and theories of human growth and development in their analysis of individual functioning across the lifespan. |  |  |  |  |  |  |
| 7.2 | Student effectively analyzes and assesses the various elements of human behavior using the Ecological and Social Systems Perspectives as integrative frameworks. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #8: Student will demonstrate a willingness and ability to incorporate *social policy practice* with their professional work.** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 8.1 | Student is able to analyze and evaluate the effectiveness of social policies and programs. |  |  |  |  |  |  |
| 8.2 | Student knows how to initiate policy changes via legislative and administrative channels. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #9: Student will demonstrate a capacity for *embracing the ever-evolving changes* that affect their practice of social work.** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 9.1 | Student demonstrates a familiarity with current trends and issues in social welfare policy. |  |  |  |  |  |  |
| 9.2 | Student utilizes valid program assessment strategies to suggest changes designed to enhance the quality of human services and respond to changing social needs. |  |  |  |  |  |  |
| Comments: | | | | | | | |

| **Competency #10: Student will demonstrate beginning social work *practice skills with individuals and families.*** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 10.1 | Student is able to develop a general strategy for engaging clients in planned change. |  |  |  |  |  |  |
| 10.2 | Student demonstrates an ability to develop effective rapport with clients. |  |  |  |  |  |  |
| 10.3 | Student demonstrates an ability to reach agreement with clients regarding boundaries, methods, and desired outcomes in their professional relationships. |  |  |  |  |  |  |
| 10.4 | Using professional assessment tools and protocols, student can collect and accurately interpret relevant client data. |  |  |  |  |  |  |
| 10.5 | Student is able to identify significant client strengths and limitations. |  |  |  |  |  |  |
| 10.6 | Student is able to develop clear, measurable intervention goals and objectives. |  |  |  |  |  |  |
| 10.7 | Student is able to identify appropriate strategies for intervention. |  |  |  |  |  |  |
| 10.8 | Student demonstrates effective problem-solving skills in their professional work. |  |  |  |  |  |  |
| 10.9 | Student shows that they can effectively negotiate, mediate, and advocate on behalf of clients. |  |  |  |  |  |  |
| 10.10 | Student knows how and when to effectively terminate client relationships. |  |  |  |  |  |  |
| 10.11 | Student will demonstrate that they are able to accurately assess the impact of their interventions in ways that constructively inform their practice. |  |  |  |  |  |  |
| Comments: | | | | | | | |  | 1 |

| **Competency #11: Student will demonstrate beginning social work *practice skills with groups, organizations, and communities.*** | | **NA** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Has not met expectations- unlikely to** | **Has not yet met expectations but is likely to** | **Meets expectations** | **Above expectations** | Excels |
| 11.1 | Student is able to develop a general strategy for recruiting and engaging clients in group and community projects. |  |  |  |  |  |  |
| 11.2 | Student demonstrates an ability to develop effective rapport within groups and with community organizations |  |  |  |  |  |  |
| 11.3 | Student demonstrates an ability to set expectations within groups regarding boundaries, methods, and desired outcomes. |  |  |  |  |  |  |
| 11.4 | Using professional assessment tools and protocols, student can collect and accurately interpret data relative to community needs. |  |  |  |  |  |  |
| 11.5 | Student is able to identify significant community strengths and limitations. |  |  |  |  |  |  |
| 11.6 | Student is able to develop clear, measurable intervention goals and objectives with community projects. |  |  |  |  |  |  |
| 11.7 | Student is able to identify appropriate strategies for intervention with community groups. |  |  |  |  |  |  |
| 11.8 | Student understands how to initiate actions to achieve goals within agencies and organizations. |  |  |  |  |  |  |
| 11.9 | Student demonstrates that they can select and implement effective prevention strategies with targeted populations. |  |  |  |  |  |  |
| 11.10 | Student demonstrates effective problem-solving skills in their professional group work. |  |  |  |  |  |  |
| 11.11 | Student shows that they can effectively negotiate, mediate, and advocate on behalf of clients. |  |  |  |  |  |  |
| 11.12 | Student knows how and when to effectively terminate group/community projects in ways that do not undermine relationships and organizational functioning. |  |  |  |  |  |  |
| 11.13 | Student will demonstrate that they are able to accurately assess the impact of their community interventions in ways that constructively inform their practice. |  |  |  |  |  |  |
| Comments: | | | | | | | |  | 1 |

| **Overall Evaluation at MIDTERM** Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section. | |
| --- | --- |
|  | This student is excelling in field placement by performing above expectations. |
|  | This student is meeting the expectations of a field placement student. |
|  | This student is functioning somewhat below the expectations of a field placement student. There is a question whether this student will be ready for beginning level social work practice by the end of placement. |
|  | This student is functioning below the expectations of a field placement student. There is considerable concern that this student will not be ready for beginning level social work practice by the end of placement. This student should perhaps be encouraged to pursue another major. |
| Comments/elaboration:  Date of Midterm Evaluation: | |

| **Final Overall Evaluation** | |
| --- | --- |
|  | This student has excelled in field placement by performing above expectations. If an appropriate position were open at this agency for a beginning level social worker, this student would be considered among the top candidates. |
|  | This student has met the expectations of the field placement. This student is ready for beginning level social work practice. |
|  | This student is not yet ready for beginning level social work practice. |
|  | This student is not yet ready for beginning level social work practice and has demonstrated serious problems in performance; perhaps should be encouraged to pursue another major. |
| Comments/elaboration: | |

Signature of Agency Field Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My agency supervisor and faculty supervisor have discussed this evaluation with me and I have received a copy. My agreement follows:

I agree with the evaluation.

I do not agree with the evaluation.\*\*

Comments:

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

*\*\*If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.*