

## Concord University Evaluation of Student in Foundation Field Placement (SOWK 420)

Midterm       Final

Name of Intern \_\_\_\_\_

Date \_\_\_\_\_

### ***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies that are 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 that you rate according to the following criteria.

- 1 - The intern has excelled in this area
  - 2 - The intern is functioning above expectations for interns in this area
  - 3 - The intern has met the expectations for interns in this area
  - 4 - The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
  - 5 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
- n/a - Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

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

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The field Director has the responsibility of assigning the grade for the course. If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>							
1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	5	N/A
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5	N/A
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5	N/A
1.4	Use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5	N/A
1.5	Use supervision and consultation to guide professional judgement and behavior	1	2	3	4	5	N/A

Comments:

<b>Competency 2: Engage Diversity and Difference in Practice</b>							
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	5	N/A
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	1	2	3	4	5	N/A
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	N/A

Comments:

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>							
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	N/A
3.2	Engage in practices that advance social, economic, and environmental justice	1	2	3	4	5	N/A

Comments:

<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>							
<b>4.1</b>	Use practice experience and theory to inform scientific inquiry and research	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4.2</b>	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4.3</b>	Use and translate research evidence to inform and improve practice, policy, and service delivery	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

Comments:

<b>Competency 5: Engage in Policy Practice</b>							
5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	N/A
5.2	Assess how social welfare and economic policies impact the delivery and access to social services	1	2	3	4	5	N/A
5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	N/A

Comments:

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>							
6.1	Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	N/A
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	N/A

Comments:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>							
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	N/A
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	N/A
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	N/A
7.4	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	N/A
7.5	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	N/A

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>							
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	N/A
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	N/A
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	N/A
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1	2	3	4	5	N/A
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	N/A

Comments:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>							
9.1	Select and use appropriate methods for evaluation of outcomes	1	2	3	4	5	N/A
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	N/A
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1	2	3	4	5	N/A
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	N/A

Comments:

**Overall Evaluation at MIDTERM/ At the end of section A if MSW:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

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

Comments/elaboration:

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

Agency \_\_\_\_\_

Date \_\_\_\_\_

*The following section should be completed by the intern:*

My agency supervisor and field director have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation

I do not agree with evaluation

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

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