

Concord University Evaluation of the Student in Practicum Placement  
(SOWK 4601 & 4602)

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 9 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 Faculty Liaison 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	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5	N/A
1.3	Use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5	N/A
1.4	Use supervision and consultation to guide professional judgement and behavior	1	2	3	4	5	N/A

Comments:

<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>							
2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels	1	2	3	4	5	N/A
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5	N/A

Comments:

<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>							
3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5	N/A
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their own lived experiences	1	2	3	4	5	N/A

Comments:

<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>							
4.1	Apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5	N/A
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	1	2	3	4	5	N/A

Comments:

<b>Competency 5: Engage in Policy Practice</b>							
5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	1	2	3	4	5	N/A
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	2	3	4	5	N/A
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	2	3	4	5	N/A

Comments:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>							
7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	2	3	4	5	N/A
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	1	2	3	4	5	N/A

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>							
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	1	2	3	4	5	N/A
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	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 culturally appropriate methods for evaluation of outcomes	1	2	3	4	5	N/A
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	2	3	4	5	N/A

Comments:

### **Overall Evaluation at MIDTERM:**

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

This intern is excelling in Practicum placement by performing above expectations for interns.

This intern is meeting the expectations of a Practicum placement intern.

This intern is functioning somewhat below the expectations of a Practicum 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 Practicum 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 Practicum 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 Practicum 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 Practicum Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

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

My agency supervisor and Faculty Liaison 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 Faculty Liaison. A meeting between the student, agency supervisor, and Faculty Liaison should then be held to discuss the disagreement.