

DATE OF EVALUATION: \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# SOCIAL WORK FIELD EDUCATION

**SENIOR PLACEMENT PERFORMANCE EVALUATION**

\_\_\_

STUDENT NAME: Evaluation type: MIDTERM\_\_\_\_\_\_ FINAL\_\_\_\_\_\_

Final Grade Recommendation (Wartburg uses letter grades with plusses and minus. Ex: B+):

Overall performance\_\_\_\_\_

Comportment and Professional Behavior\_\_\_\_\_ Quality of Professional Written Work\_\_\_\_\_

*Instructions for rating student on the 9 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 9 competencies specified in this evaluation form are those established by our national accrediting organization (The Council on Social Work Education). Add comments to any competency statement. 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.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on each 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 as well as helping the Social Work Department evaluate the effectiveness of our curriculum.

RATING SCALE:

4 **Exceptional** (skills is always used competently and comfortably)

3 **Satisfactory** (skill is used consistently)

2 **Problematic** (skill is developing, but not able to be used consistently),

1 **Unacceptable** (not seen or used)

NA **Not applicable** (the student has not had the opportunity to demonstrate competence in this area)

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| --- | --- | --- | --- | --- | --- |
| **Competency: Demonstrate ethical and professional behavior** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 1A. | Student uses 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 to guide all practice behaviors and decisions |  |  |  |  |  |
| 1B. | Student demonstrates professional demeanor fitting with agency expectations of behavior including appearance and oral, written, and electronic communication, and uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |  |  |  |  |
| 1C. | Student uses technology ethically and appropriately to facilitate practice outcomes |  |  |  |  |  |
| 1D. | Student uses supervision and consultation to guide professional judgment and behavior |  |  |  |  |  |

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Competency: Engage Diversity and Difference in Practice (including racial, ethnic, income, ability)** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 2A. | Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |  |  |  |  |  |
| 2B. | Student engages clients and constituencies as experts of their own experiences, using knowledge of appropriate cultural structures to understand client behavior and guide professional decisions |  |  |  |  |  |
| 2C. | Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |  |  |  |

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Competency: Engage in Policy Practice** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 5A. | Student demonstrates a familiarity with current trends and issues in social welfare policy that impact well-being, service delivery, and access to social services at the micro, mezzo and macro levels of practice |  |  |  |  |  |
| 5B. | Student understands the varying effectiveness of social policies, administrative rules, and programs |  |  |  |  |  |
| 5C. | Student initiates or recognizes the need for policy changes via legislative and/or administrative channels |  |  |  |  |  |

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Competency: Engage with Individuals, Families, Groups, Organizations, & Communities** |  **NA** | **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 6A.  | Student develops a general strategy for engaging clients in planned change that demonstrates a working knowledge of the Ecological and Social Systems Perspectives as integrative frameworks |  |  |  |  |  |
| 6B. | Student demonstrates appropriate awareness and sensitivity to socio-cultural factors when engaging with clients, co-workers, interprofessional teams, interagency groups and other community constituencies |  |  |  |  |  |
| 6C. | Student develops effective rapport with clients, co-workers, interprofessional teams, interagency groups and other community constituencies |  |  |  |  |  |

Comment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency: A*ssess Individuals, Families, Groups, Organizations, and Communities*** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 7A. | Student collects and organizes data, applies critical thinking to interpret information from clients and constituencies |  |  |  |  |  |
| 7B. | Student applies 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 |  |  |  |  |  |
| 7C. | Student develops clear, measurable, mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |  |  |  |

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 8A. | Student selects appropriate intervention strategies based on thorough assessment, research knowledge, theoretical frameworks, and values and preferences of clients and constituencies |  |  |  |  |  |
| 8B. | Student can effectively negotiate, mediate, and advocate on behalf of clients and constituents |  |  |  |  |  |
| 8C. | Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |  |  |  |
| 8D. | Student facilitates effective transitions and endings that advance mutually agreed-on goals |  |  |  |  |  |

Comments:

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| --- | --- | --- | --- | --- | --- |
| **Competency: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** | **NA** | **1** | **2** | **3** | **4** |
| **Unacceptable** | **Problematic** | **Satisfactory** | **Exceptional** |
| 9A. | Student uses agency and/or professional resources and procedures to accurately assess the impact of interventions and actions |  |  |  |  |  |
| 9B. | Student uses practice evaluation information to constructively inform and develop future practices |  |  |  |  |  |

Comments:

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| --- |
| **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: |

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| --- |
| **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

SIGNATURE OF FACULTY LIAISON\_ 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.*

Revised 7-29-2018