



**BSW Field Education Program
SOWK 4998 Final ILP and Evaluation**

Name of Student _____
Agency _____
Name of Field Instructor _____
Name of Task Instructor _____
SOWK 4998 Instructor _____

Instructions for Evaluation of Student Performance

The Council on Social Work Education (CSWE) identifies Practice Competencies (2.1.1 through 2.1.9) for all BSW students of accredited schools of social work. You are evaluating the student on their demonstration of the professional competencies as measured by their specific tasks assigned for the semester. Please rate and evaluate the student's performance in each of the areas using the scale below. Assign **one number** for the overall rating of the student for each competency category. *A rating of 3 is equivalent to adequate competency for a beginning BSW practitioner.* Please return this form to the 4998 seminar faculty by the established deadline.

This evaluation is intended to give the intern feedback about her or his performance. It is expected that the intern utilize this evaluation to reflect upon their semester's performance. The agency supervisor's rating is used as a portion of the grade that is given to the student. The seminar faculty has the responsibility of assigning the grade for the course.

- 1=Very Low Level of Competence-Unacceptable progress. Student should not progress in field studies.**
- 2=Low Level of Competence-Inconsistent progress with concerns. Beginning level activity with concerns about ability to progress.**
- 3=Adequate Level of Competence-Performance is on track and consistent. No serious concerns. Meets expectations of a student learner.**
- 4=High Level of Competence-Strong performance. Can work with both indirect and direct supervision at high level.**
- 5=Very High Level of Competence-Consistently excellent and advanced performance. Professional level activity. Equivalent to employee.**

| LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY | INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS | TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY | MEASUREABLE OUTCOMES DATE OF COMPLETION | FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale) |
|---|---|--|---|--|
| <p>1. Demonstrate Ethical and Professional Behavior</p> | <p>-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</p> <p>-Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>-Demonstrate professional demeanor in behavior, appearance, and oral/written/electronic communication</p> <p>-Use supervision to guide professional judgment and behavior</p> | <p><i>-Produce written documentation that is reviewed by supervisor to assess the quality of written communication skills</i></p> <p><i>-Read and follow agency policy and procedures regarding professional behavior, dress code, and communication (e.g., case notes, memos, email, etc.)</i></p> <p><i>-Participate in supervision by preparing for supervision with an agenda (including questions) and maintain log that reflects material learned in supervision</i></p> | | |

| LEARNING OBJECTIVE/CSWE PROFESSIONAL COMPETENCY | INDICATORS OF COMPETENCY/OBSERVABLE PRACTICE SKILLS DEMONSTRATING | TASKS TO PERFORM FOR DEMONSTRATING COMPETENCY | MEASUREABLE OUTCOMES DATE OF COMPLETION | FINAL EVALUATION OF TASK AND DEMONSTRATION OF COMPETENCY (1-5 scale) |
|---|--|--|---|--|
| 2. Engage diversity and difference in practice | <p>-Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels of practice</p> <p>-Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p> | <p><i>-Identify personal values that are in agreement and/or conflict with agency and client population and discuss in supervision and in field seminar log (follow up with one log entry on this)</i></p> <p><i>-Share with your supervision pre-existing biases or misperceptions you have about your clients and how those are being corrected in the reality of your professional experiencing of the clients(follow up with at least one log entry on this)</i></p> | | |

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|---|---|--|---|--|
| 3. Advance Human Rights and Social, Economic, and Environmental Justice | <p>-Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels</p> <p>-Engage in practices that advance social, economic, and environmental justice</p> | <p><i>-Read and discuss with supervisor and in your practicum log your understanding of your agency policy on discrimination</i></p> <p><i>-Identify practices in agency that address social, economic or environmental justice with client systems. Discuss in supervision and log entry.</i></p> | | |

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|---|--|--|---|--|
| <p>4. Engage in Practice-informed Research and Research-informed practice</p> | <p>-Use practice experience and theory to inform scientific inquiry and research</p> <p>-Apply critical thinking to engage in analysis of quantitative and qualitative research methods research findings</p> <p>-Use and translate research findings to inform and improve practice, policy, and service delivery</p> | <p><i>-Use practice experience to identify needs of agency in developing Capstone research question</i></p> <p><i>-Identify a specific client situation or issue to research scholarly information and begin to connect underlying issues. Select one article for discussion in supervision and log entry.</i></p> <p><i>-Read ___ article(s) from scholarly journal to increase knowledge relevant to agency practice</i></p> | | |

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|---|---|--|--|---|
| <p>6.Engage with individuals, families, groups, organizations, and communities.</p> | <p>-Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>-Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> | | | |

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|---|--|--|--|---|
| <p>7. Assess individuals, families, groups, organizations, and communities.</p> | <ul style="list-style-type: none"> -Collect and organize data, and apply critical thinking to interpret information from clients and constituencies -Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies -Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | | |

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|---|---|---|---|--|
| <p>8. Intervene with individuals, families, groups, organizations, and communities.</p> | <ul style="list-style-type: none"> -Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies -Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies -Facilitate effective transitions and endings that advance mutually agreed-on goals. | | | |

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|--|--|---|---|--|
| 9. Evaluate practice with individuals, families, groups, organizations, and communities. | -Select and use appropriate methods for evaluation of outcomes -Critically analyze, monitor, and evaluate intervention and program processes and outcomes -Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | | | |

Comment on student overall performance. Keeping in mind that the student will have one more semester in the field before completing the BSW program and entering the social work profession, please comment on the student's current performance with suggestions for the following: How is this student progressing in his/her ability to work independently? Does the student recognize his/her own strengths/weaknesses? Would you describe the student as making adequate progress toward functioning as an entry level social worker upon graduation? Do you have specific suggestions for the student for the second semester of field work? (Please feel free to attach additional paper if needed.)

Field Instructor Signature and Date _____

Task Instructor Signature and Date _____

Student Signature and Date _____

Field Seminar Faculty Signature and Date _____

Student Please Indicate: ____ I have read and discussed this evaluation with my field instructor and seminar faculty. ____ I disagree with the evaluation or portions of and have attached my comments.