FIELD EDUCATION INSTRUMENT:
DESCRIPTIVE AND TABULAR RESULTS

Appendix 4.4

Name of Intern _____ Date _____

Instructions for Rating Interns on the 10 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 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
2	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
3	The intern has met the expectations for interns in this area
4	The intern is functioning above expectations for interns in this area
5	The intern has excelled in this area
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 supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: **the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation (60%); intern journal (10%); case presentation (10%); time sheets (05%); Agency profile (05%); Learning plan (10%).**

Competence #1:	**Intern identifies as a professional social worker and conducts himself/herself accordingly.**						
1.1	Advocates well for client access to the services of social work	1	2	3	4	5	na
1.2	Practices personal reflection and self-correction to assure continual professional development	1	2	3	4	5	na
1.3	Attends well to professional roles and boundaries	1	2	3	4	5	na
1.4	Demonstrates professional demeanor in behavior, appearance, and communication						
1.5	Has a commitment to career-long learning and growth	1	2	3	4	5	na
1.6	Uses supervision and consultation effectively	1	2	3	4	5	na

Comments:

Competence #2:	**Intern applies social work ethical principles to guide his or her professional practice.**						
2.1	Recognizes and manages personal values in a way that allows professional values to guide practice.	1	2	3	4	5	na
2.2	Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable the International Federation of Schools of Social Work Ethics in Social Work, Statement of principles	1	2	3	4	5	na
2.3	Tolerates well ambiguity in resolving ethical conflicts	1	2	3	4	5	na
2.4	Is able to apply strategies of ethical reasoning to arrive at principled decisions	1	2	3	4	5	na
2.5	Identifies Christian perspectives which compliment or contrast with agency policy and practice	1	2	3	4	5	na

Comments:

Competence #3:	**Intern applies critical thinking to inform and communicate professional judgments.**						
3.1	Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom	1	2	3	4	5	na
3.2	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	1	2	3	4	5	na
3.3	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	na

Comments:

Competence #4:	**Intern engages diversity and difference in practice.**						
4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1	2	3	4	5	na
4.2	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1	2	3	4	5	na
4.3	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	1	2	3	4	5	na
4.4	Views herself or himself as a learner and engages those he or she works with as informants	1	2	3	4	5	na

Comments

Competence #5:	**Intern advances human rights and social and economic justice.**						
5.1	Understands the forms and mechanisms of oppression and discrimination	1	2	3	4	5	na
5.2	Is skilled at advocating for human rights and social and economic justice	1	2	3	4	5	na
5.3	Is skilled at engaging in practices that advance social and economic justice	1	2	3	4	5	na

Comments:

Competence #6:	**Intern engages in research-informed practice and practice-informed research.**						
6.1	Is skilled at using practice experience to inform research	1	2	3	4	5	na
6.2	Is skilled at using research findings to improve practice, policy, and social service delivery	1	2	3	4	5	na

Comments:

Competence #7:	**Intern applies knowledge of human behavior and the social environment.**						
7.1	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1	2	3	4	5	na
7.2	Is skilled at critiquing and applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development to understand the person within the environment	1	2	3	4	5	na

Comments:

Competence #8:	**Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**						
8.1	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	1	2	3	4	5	na
8.2	Is skilled at collaborating with colleagues and clients for effective policy action	1	2	3	4	5	na

Comments:

Competence #9:	**Intern responds to contexts that shape practice.**						
9.1	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	1	2	3	4	5	na
9.2	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1	2	3	4	5	na

Comments:

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.							
10.1	Substantively and affectively prepares for action at all levels of practice	1	2	3	4	5	na
10.2	Uses empathy and other interpersonal skills	1	2	3	4	5	na
10.3	Develops a mutually agreed-on focus and desired outcomes	1	2	3	4	5	na
10.4	Collects, organizes , and interprets client data	1	2	3	4	5	na
10.5	Assesses client strengths and limitations	1	2	3	4	5	na
10.6	Develops mutually agreed-on intervention goals and objectives	1	2	3	4	5	na
10.7	Selects appropriate intervention strategies	1	2	3	4	5	na
10.8	Initiates actions to achieve organizational goals	1	2	3	4	5	na
10.9	Implements prevention intervention that enhances client capacities	1	2	3	4	5	na
10.10	Helps clients solve problems	1	2	3	4	5	na
10.11	Negotiates, mediates, and advocates for clients	1	2	3	4	5	na
10.12	Facilitates transitions and endings	1	2	3	4	5	na
10.13	Critically analyzes, monitors, and evaluates interventions	1	2	3	4	5	na

Comments:

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

Following are the results of our student's performance in the field during the 2010-2011 academic year. The table presents aggregate means for each practice behavior and the percentage of students above our benchmarks of 3.5 and 80 percent.

TABLE 8
APPENDIX 4.4
FIELD EVALUATION OF STUDENT PERFORMACE RELATED TO PRACTICE COMPETENCIES

COMPETENCY #1
Identify as professional social worker and conduct oneself accordingly.

Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
Advocate for client access to services	0	0	14	0	86	4.6/86	3.5
Personal reflection & self-correction for professional development	0	0	14	37	49	4.2/86	3.5
Attend to professional roles and boundaries	0	0	0	35	65	4.6/100	3.5
Demonstrate professional demeanor	0	0	0	55	45	4.4/100	3.5
Engage in career-long learning	0	0	14	37	49	4.2/86	3.5
Use supervision and consultation	0	0	12	19	69	4.4/86	3.5

COMPETENCY #2 Apply social work ethical principles to guide professional practice.							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
Recognize and manage personal values to allow professional values to guide practice	0	0	14	18	68	4.4/86	3.5
Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical Principles	0	0	0	55	45	4.4/100	3.5
Tolerate ambiguity in resolving ethical dilemmas	0	0	0	55	45	4.4/100	3.5
Apply strategies of ethical reasoning to arrive at principled decisions	0	0	0	55	45	4.4/100	3.5
Identify Christian perspectives which compliment or contrast with agency policy and practice	0	0	0	45	55	4.6/100	3.5

Competency # 3 **Apply critical thinking to inform and communicate professional judgments.**							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
Draw on multiple sources of knowledge	0	0	14	18	68	4.4/86	3.5
Analyze models of assessment, prevention, intervention, and evaluation	0	0	14	38	48	4.2/86	3.5
Demonstrate effective oral and written communication	0	0	0	76	24	4.2/100	3.5

Competency # 4 **Engage diversity and difference in practice.**							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
Recognize how a culture's structure and values may impact privilege and power	0	0	14	38	48	4.2/86	3.5
Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups	0	0	0	35	65	4.6/100	3.5
Recognize and communicate understanding of the importance of difference in shaping life experiences	0	0	14	18	68	4.4/86	3.5
View selves as learners and engage those with whom they work as informant	0	0	14	18	68	4.4/86	3.5

Competency #5 Advance human rights and social and economic justice.							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
understand the forms and mechanisms of oppression and discrimination	0	0	14	18	68	4.4/86	3.5
advocate for human rights and social and economic justice	0	0	14	60	26	4.0/86	3.5
engage in practices that advance social and economic justice	0	0	14	38	48	4.2/86	3.5

Competency # 6 Engage in research-informed practice and practice-informed research.							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
use practice experience to inform scientific inquiry	0	0	14	38	48	4.2/86	3.5
use research evidence to inform practice	0	0	14	38	48	4.2/86	3.5

Competency # 7 Apply knowledge of human behavior and the social environment							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;	0	0	0	55	45	4.4/100	3.5
critique and apply knowledge to understand person and environment.	0	0	14	38	48	4.2/86	3.5

Competency # 8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
analyze, formulate, and advocate for policies that advance social well-being;	0	0	14	86	0	3.8/84	3.5
collaborate with colleagues and clients for effective policy action.	0	0	0	76	24	4.2/100	3.5

Competency # 9 Respond to contexts that shape practice							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	0	0	14	38	48	4.2/86	3.5
provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	0	0	15	60	25	4.0/85	3.5

Competency # 10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	0	0	14	38	48	4.2/86	3.5
use empathy and other interpersonal skills	0	0	0	35	65	4.4/100	3.5
develop a mutually agreed-on focus of work and desired outcomes	0	0	0	76	24	4.2/100	3.5
collect, organize, and interpret client data	0	0	0	55	45	4.4/100	3.5
assess client strengths and limitations	0	0	14	18	68	4.4/86	3.5
develop mutually agreed-on intervention goals and objectives	0	0	0	55	45	4.4/100	3.5

Competency # 10 (conti) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities							
Practice Behavior	Unsure If Student can do this %	Can be done with continual support %	Can be done with regular support %	Can be done with minimal support %	Can be done with no support %	Aggregate Mean/ % of students	Program Benchmark
select appropriate intervention strategies	0	0	14	38	48	4.2/86	3.5
initiate actions to achieve organizational goals	0	0	14	38	48	4.2/86	3.5
implement prevention interventions that enhance client capacities	0	0	15	60	25	4.0/85	3.5
help clients resolve problems	0	0	15	60	25	4.0/85	3.5
negotiate, mediate, and advocate for clients	0	0	0	55	45	4.4/100	3.5
facilitate transitions and endings	0	0	0	55	45	4.4/100	3.5
critically analyze, monitor, and evaluate interventions	0	0	14	38	48	4.2/86	3.5