FINAL EVALUATION of STUDENT PERFORMANCE
FOUNDATION INTERNSHIP II - SW7008

STUDENT'S NAME:	AGENCY NAME:	DATE:
LCSW SUPERVISOR:	TASK SUPERVISOR (IF APPLICABLE):	FACULTY LIAISON:

This evaluation consists of 3 sections: *(1) Field Internship Competencies, (2) Professional Behavior Skills, and (3) Narrative Summary*. It is recommended that the Field Instructor and student individually complete this evaluation, and then complete and sign the final copy together. The Field Instructor's evaluation should incorporate input of the task supervisor (and other agency staff when appropriate). The evaluation is based from the Field Competencies incorporated on the learning plan for the identified field course.

Please check one response for each item:
1) Was evaluation completed with student's input? ☐ Yes ☐ No
2) Was evaluation completed with input from other agency staff? ☐ Yes ☐ No
   If yes, please list:_____
3) Is student's performance *Satisfactory*, based on evaluation rating criteria?
   SECTION I: FIELD COMPETENCIES ☐ Yes ☐ No

   SECTION II: PROFESSIONAL WORK SKILLS ☐ Yes ☐ No

SIGNATURES:
This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with evaluation of my performance, and that such a statement will be appended to this evaluation. o Yes, statement attached.

_____   _____
Student   **Date**

_____   _____
LCSW Supervisor   **Date**

_____   _____
Task Supervisor (if applicable)   **Date**

_____   _____
Faculty Liaison   **Date**

Foundation Field Internship II (SW7008) field course is the first field experience in the competency developmental model and expects student to consistently demonstrate Emerging Competence (SW7008) in the nine major competency areas outlined in the Learning Plan and evaluates student's performance of the activities listed at the end of the required 480 hours. SW7008 affords the opportunity for students to demonstrate Emerging Competence skills that goes beyond just knowledge development to support the programs foundation generalist focus. The goal at the conclusion of SW7008 is to demonstrate the application (competency) of knowledge and skills acquired in SW7007 and SW7008 consistently.

SECTION I: FIELD INTERNSHIP COMPETENCIES

Using the following scale, circle the number that best indicates the extent to which the student has met expectations for attaining each learning competency for Foundation II level and list any comment(s) that support this rating:

5	**Exceeds Expectations.** Student consistently demonstrates exceptional competency in this skill area including ability to practice the competence independently.
4	**Meets Expectations**. Student consistently has demonstrated *Emerging Competence* in this skill area and demonstrates ongoing progress and takes initiative for learning.
3	**Minimally Meets Expectations.** Student has demonstrated minimal competency and inconsistently demonstrates skill and often requires prompting or assistance in completing tasks.
2	**Insufficient Progress**. Student has rarely demonstrated competence in this skill area, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
1	**Unacceptable**. Student has shown no competence in this skill area.
UTE a	**Unable to Evaluate (a)**. The student has not had the opportunity to engage in learning activities to attain this competence. (Please note the reason in the comment section.)
UTE b	**Unable to Evaluate (b)**. Field setting does not provide the opportunity to learn opportunities to attain this competence. (Please note the reason in the comment section.)

Ratings Summary:
SATISFACTORY EVALUATION = Rating of 4 on 29 of the 31 evaluated items. No rating of 1 on any of the 31 items. UTE's are not considered in the scoring.
UNSATISFACTORY EVALUATION = Rating of 1 on any of the 31 learning competencies **or** failure to receive a 4 on 29 of the 31 evaluated items

I. Demonstrate Ethical and Professional Behavior Competency		
Skills evaluated:	**Rating**	**Comments/Feedback**
1. Student demonstrates beginning competency of understanding to 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 UTEa UTEb	
2. Student demonstrates developing competency to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 2 3 4 5 UTEa UTEb	
3. Student demonstrates beginning professional competency to manage demeanor in behavior; appearance; and oral, written, and electronic communication	1 2 3 4 5 UTEa UTEb	
4. Student demonstrates beginning skills in	1 2 3 4 5 UTEa UTEb	

using technology ethically and appropriately to facilitate practice outcomes		
5. Student shows beginning competency in seeking supervision and consultation to guide professional judgment and behavior	1 2 3 4 5 UTEa UTEb	

II. Engage Diversity and Difference in Practice Competency		
6. Student demonstrates beginning competency to 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 UTEa UTEb	
7. Student beginning to present themselves as learners and engage clients and constituencies as experts of their own experiences	1 2 3 4 5 UTEa UTEb	
8. Student showing beginning competency to 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 UTEa UTEb	

III. Advance Human Rights and Social, Economic, and Environmental Justice Competency		
9. Student demonstrates beginning competency to 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 UTEa UTEb	
10. Student demonstrates beginning engagement in practices that advance social, economic, and environmental justice	1 2 3 4 5 UTEa UTEb	

IV. Engage In Practice-informed Research and Research-informed Practice Competency		
11. Student shows beginning competency in using practice experience and theory to inform scientific inquiry and research	1 2 3 4 5 UTEa UTEb	
12. Student shows beginning competency to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 2 3 4 5 UTEa UTEb	
13. Student shows beginning competence in using and translating research evidence to inform and improve practice, policy, and service delivery	1 2 3 4 5 UTEa UTEb	

V. Engage in Policy Practice Competency		
14. Student demonstrates beginning competency to 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 UTEa UTEb	
15. Student demonstrates beginning competency to assess how social welfare and economic policies impact the delivery of and access to social services	1 2 3 4 5 UTEa UTEb	
16. Student demonstrates beginning competency to 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 UTEa UTEb	

Final Field Evaluation Foundation Internship II- SW7008

VI. Engage with Individuals, Families, Groups, Organizations, and Communities Competency		
17. Student can apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 2 3 4 5 UTEa UTEb	
18. Student demonstrates beginning competency to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1 2 3 4 5 UTEa UTEb	
VII. Assess Individuals, Families, Groups, Organizations, and Communities Competency		
19. Student demonstrates beginning competency to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1 2 3 4 5 UTEa UTEb	
20. Student applies beginning 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 UTEa UTEb	
21. Student demonstrates beginning competency to 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 UTEa UTEb	
22. Student demonstrates beginning competency to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 2 3 4 5 UTEa UTEb	
VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities Competency		
23. Student demonstrates beginning competency to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1 2 3 4 5 UTEa UTEb	
24. Student demonstrates beginning competency to apply beginning 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 UTEa UTEb	
25. Student demonstrates beginning competency to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 2 3 4 5 UTEa UTEb	
26. Student demonstrates beginning competency to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	1 2 3 4 5 UTEa UTEb	
27. Student demonstrates beginning competency to facilitate effective transitions and endings that advance mutually agreed-on goals	1 2 3 4 5 UTEa UTEb	

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
28. Student demonstrates beginning competency to select and use appropriate methods for evaluation of outcomes	1 2 3 4 5 UTEa UTEb	
29. Student demonstrates beginning competency to 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 UTEa UTEb	
30. Student demonstrates beginning competency to critically analyze, monitor, and evaluate intervention and program processes and outcomes	1 2 3 4 5 UTEa UTEb	
31. Student demonstrates beginning competency to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1 2 3 4 5 UTEa UTEb	

SECTION II: PROFESSIONAL WORK SKILLS

This section evaluates the extent to which student has demonstrated important professional work habits. Using the following scale, circle the number that best indicates the extent to which the student has met expectations for demonstrating each professional behavior:

5	**Exceeds Expectations.** Student consistently demonstrates exceptional competency in this skill area including ability to practice the competence independently.
4	**Meets Expectations**. Student consistently has demonstrated competence in this skill area.
3	**Minimally Meets Expectations.** Student has inconsistently demonstrated competence in this skill area and needs improvement.
2	**Insufficient Progress**. Student has rarely demonstrated competence in this skill area.
1	**Unacceptable**. Student has shown no competence in this skill area.

Satisfactory Evaluation Rating = A rating of 4 for all five habits is considered Satisfactory performance.
Unsatisfactory Evaluation Rating = A rating of 3 or lower for any of the five habits is considered Unsatisfactory performance.

Work Skills	Final	Comments:
Student-colleague adheres to expected schedule and hours of internship	1 2 3 4 5	
Student-colleague informs instructor when tardy or absent	1 2 3 4 5	
Student-colleague meets agreed upon agency deadlines	1 2 3 4 5	
Student-colleague is appropriately attired	1 2 3 4 5	
Student-colleague maintains collegiate attitude towards all agency staff	1 2 3 4 5	

Additional Comments:

1. **Identify the student's strengths:**

2. **Identify areas for improvement:**

3. **Goals for Student's Future Learning:**

4. **Additional Comments**