St. Olaf College Field Evaluation Form[[1]](#footnote-1)

|  |
| --- |
| Rating Scale for Evaluation of Field Placement Performance |

Midterm  Final

Name of Intern: Click here to enter text.

Date: Click here to enter a 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 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.

|  |  |
| --- | --- |
| 4 | Exemplary: the intern has excelled in this area |
| 3 | Very good: the intern is functioning above expectations for interns in this area |
| 2 | Proficient: the intern has met the expectations for interns in this area |
| 1 | Emerging: the intern has not as yet met the expectations in this area |
| 0 | The intern has not met the expectations 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 in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. Please rate the student on any given item as it is appropriate to *your* field setting. The field instructor’s rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty field coordinator’s overall evaluation of the student’s performance in field placement in conjunction with the field supervisor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the field coordinator.

**Competency #1: Intern identifies as a professional social worker and conducts himself/herself**

**accordingly.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 1.1 | Advocates well for client access to the services of social work. |  |  |  |  |  |  |
| 1.2 | Practices personal reflection & self-correction to assure continual professional development. |  |  |  |  |  |  |
| 1.3 | Attends to professional roles & boundaries. |  |  |  |  |  |  |
| 1.4 | Demonstrates professional demeanor in behavior, appearance, and communication. |  |  |  |  |  |  |
| 1.5 | Demonstrates a commitment to career-long learning |  |  |  |  |  |  |
| 1.6 | Demonstrates professional demeanor in communication. |  |  |  |  |  |  |
| 1.7 | Uses supervision & consultation. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #2: Intern applies social work ethical principles to guide his or her professional**

**practice.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 2.7 | Recognizes differences/boundaries between personal, client, societal and professional values. |  |  |  |  |  |  |
| 2.8 | Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; |  |  |  |  |  |  |
| 2.9 | Recognizes and describes ethical dilemmas. |  |  |  |  |  |  |
| 2.10 | Applies models of ethical decision making. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #3: Intern applies critical thinking to inform and communicate professional judgments.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 3.11 | Distinguishes and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. |  |  |  |  |  |  |
| 3.12 | Discerns appropriate models of generalist practice. |  |  |  |  |  |  |
| 3.13 | Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues. |  |  |  |  |  |  |
| 3.14 | Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #4: Intern engages diversity and difference in practice.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 4.15 | Describes a particular instance where the structure and values of one culture oppress/marginalizes a certain population as it enhances the power and privilege of its own members. |  |  |  |  |  |  |
| 4.16 | Gain sufficient self-awareness to challenge one’s personal biases and values in working with diverse groups. |  |  |  |  |  |  |
| 4.17 | Communicates understanding of the importance of human difference in shaping life experience. |  |  |  |  |  |  |
| 4.18 | Demonstrates ability to learn from a client who is different from them (in age, ethnicity, sexual orientation, etc) by adapting practice after input from a client. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #5: Intern advances human rights and social and economic justice.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 5.19 | Understands the forms and mechanisms of oppression and discrimination; |  |  |  |  |  |  |
| 5.20 | Advocate for human rights and social and economic justice. |  |  |  |  |  |  |
| 5.21 | Engages in practices that advance social and economic justice. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #6: Intern engages in research-informed practice and practice-informed research.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 6.22 | Examines and apply one’s own developing practice experience to inform scientific inquiry. |  |  |  |  |  |  |
| 6.23 | Uses research evidence to inform practice. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #7: Intern applies knowledge of human behavior and the social environment.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 7.24 | Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. |  |  |  |  |  |  |
| 7.25 | Critiques and applies knowledge to understand person and environment. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 8.26 | Analyzes, formulates, and advocates for policies that advance social well-being. |  |  |  |  |  |  |
| 8.27 | Collaborates with colleagues and clients for effective policy action. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #9: Intern responds to contexts that shape practice.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 9.28 | Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging global trends to provide relevant services. |  |  |  |  |  |  |
| 9.29 | Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |  |  |  |  |  |  |

Comments: Click here to enter text.

**Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 4 | 3 | 2 | 1 | 0 | na |
| 10.30 | Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. |  |  |  |  |  |  |
| 10.31 | Uses empathy and other interpersonal skills. |  |  |  |  |  |  |
| 10.32 | Develops a mutually agreed-upon focus of work and desired outcomes. |  |  |  |  |  |  |
| 10.33 | Collects, organizes, and interprets client data. |  |  |  |  |  |  |
| 10.34 | Assesses client/consumer strengths and limitations. |  |  |  |  |  |  |
| 10.35 | Develops mutually agreed-upon intervention goals and objectives. |  |  |  |  |  |  |
| 10.36 | Selects appropriate intervention strategies. |  |  |  |  |  |  |
| 10.37 | Initiates actions to achieve organizational goals. |  |  |  |  |  |  |
| 10.38 | Implements prevention interventions that enhance client capacities. |  |  |  |  |  |  |
| 10.39 | Help clients resolve problems. |  |  |  |  |  |  |
| 10.40 | Negotiates, mediates, and advocates for clients. |  |  |  |  |  |  |
| 10.41 | Facilitate transitions and endings. |  |  |  |  |  |  |
| 10.42 | Critically analyze, monitor, and evaluate interventions. |  |  |  |  |  |  |

Comments: Click here to enter text.

**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 field placement by performing above expectations for interns. |
|  | This intern is meeting the expectations of a field placement intern. |
|  | This intern is functioning somewhat below the expectations of a field 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 field 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: Click here to enter text.

**FINAL OVERALL EVALUATION:**

Please check one of the following at the midterm 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 a field placement intern. 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: Click here to enter text.

Signature of Agency Field Instructor:

Agency: Click here to enter text.

Date: Click here to enter a 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: Click here to enter a 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.

1. Petracchi, H.E. & Zastrow, C. (2010). Suggestions for Utilizing 2008 EPAS in

   CSWE-Accredited Social Work Baccalaureate and Masters Curriculum: Reflections from the

   Field, Part One – The Explicit Curriculum, Journal of Teaching in Social Work, Vol. 30 (2).

   *The authors request if any instrument from this article is used (or modified then used) that the author’s be cited as having developed the instrument. This instrument was adapted from their work.* [↑](#footnote-ref-1)