

UNIVERSITY OF WISCONSIN-WHITEWATER, DEPARTMENT OF SOCIAL WORK
SOCIAL WORK FIELD PLACEMENT - EVALUATION OF STUDENT PERFORMANCE

Name of Student: _____

Date: _____

Evaluation Period: Midterm Final

Hours Completed to Date: _____/480

Agency Name: _____

Supervisor Name: _____

Agency Address: _____

Agency Type: Direct Practice Policy Research

Background: The Council on Social Work Education (CSWE), the accrediting body on social work education, requires bachelor's level social work (BSW) students demonstrate competency in 10 areas. Associated with these competencies are a set of 41 practice behaviors. The social work field placement is an area in which the student is expected to demonstrate competency of the practice behaviors. To ensure the student develops the requisite practice behaviors, field supervisors are asked to evaluate the student at the mid-point and final week of the field placement.

DIRECTIONS

The following pages contain the 10 competency areas (listed at the top of each page) and corresponding set of 41 practice behaviors (indicated in the first column of each table). The practice behaviors have been refined to reflect observable indicators, which are identified under the second column labeled *assessed indicators*.

Please reflect back over the evaluation period and evaluate the extent to which the competencies have been met, using the 5-point rating scale indicated below (1=poor to 5=excellent). Indicate your response by placing an "x" in the box that corresponds to the observed practice behavior listed in the second column labeled *assessed indicators*. The evaluation tool takes about 20-25 minutes to complete.

Rating	Categories	Definition of Categories
1	Poor	The student is functioning significantly below expectations for students in this area.
2	Fair	The student is functioning somewhat below expectations for students in this area.
3	Good	The student has met the expectations for students in this area.
4	Very Good	The student is functioning somewhat above expectations for students in this area.
5	Excellent	The student has excelled in this area.
NA	Not applicable	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area.

Comments may be made under any competency, if desired. Please be sure to indicate the area(s) in which you think the student is particularly strong, as well as the area(s) that require improvement. Additionally, please explain any behaviors marked "NA."

Evaluation Statement: This evaluation is intended to give the student feedback about his/her performance. The faculty liaison has the responsibility of assigning the grade for the course; however, the field supervisor's rating of these items will factor into the student's assigned grade. The grade assigned will be based on: (1) the field supervisor's evaluation of the student (65%); and activities evaluated by the faculty liaison including (2) written logs (10%), (3) seminar participation (5%), and (4) two papers (20%). If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
1. Advocate for client access to the services of social work.	a. Advocate for clients to help them obtain needed services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Address barriers to help clients get needed services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Address other issues to help clients get needed services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practice personal reflection and self-correction to assure continual professional development.	a. Show personal reflection through areas such as supervision meetings or daily logs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Correct practice mistakes once they are recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Attend to professional roles and boundaries.	a. Effectively carry out social work roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Practice within professional boundaries set forth by the social work profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate professional demeanor in behavior, appearance, and communication.	a. Demonstrate professional social work behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Dress appropriately for the professional social work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Act professionally when verbally communicating with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Act professionally when verbally communicating with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Demonstrate professionalism when using non-verbal communication with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Demonstrate professionalism when using non-verbal communication with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engage in career-long learning.	a. Participate in professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use supervision and consultation	a. Use supervision appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Consult with supervisor regarding clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
7. Recognize and manage personal values in a way that allows professional values to guide practice.	a. Identify how personal values can affect social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Manage personal values when assisting clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.	a. Demonstrate making ethical decisions when working with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Tolerate ambiguity in resolving ethical conflicts.	a. Resolve ethical conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Recognize potentially negative ethical situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Apply strategies of ethical reasoning to arrive at principled decisions.	a. Employ effective coping strategies to resolve ethical dilemmas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Seek out supervision as appropriate when dealing with ethical issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	a. Use professional literature to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Critically appraise professional information to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Document client information objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Use evidence based practices to guide work with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyze models of assessment, prevention, intervention, and evaluation.	a. Assess client situations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Target appropriate support services for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Conduct on-going evaluation with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Identify appropriate support services for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Inform clients about benefits of recommended services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Connect clients with needed support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	a. Demonstrate effective oral communication skills with individual clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Use oral communication skills effectively with families or groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Use oral communication skills effectively with other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Demonstrate effective written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Prepare well-written client case notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Create well-written client reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Assist agency staff with preparing well-written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	a. Adopt a strengths perspective in their interventions with marginalized client populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	a. Explore his/her own cultural biases when serving clients unlike him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Exhibit respectful non-biased behaviors towards diverse client populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Recognize and communicate an understanding of the importance of difference in shaping life experiences.	a. Demonstrate a commitment to culturally competent practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Practice ethnic sensitive social work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. View selves as learners and engage those with whom they work as informants.	a. Treat clients with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Act courteously towards clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Treat clients fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Actively engage clients in the problem solving process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
18. Advocate for client access to the services of social work.	a. Demonstrate an understanding of the role diversity such as race, gender, sexual orientation, religion, or age plays in oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Show an understanding of the role diversity such as race, gender, sexual orientation, religion, or age plays in discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Advocate for human rights and social and economic justice.	a. Demonstrate a commitment to addressing social injustices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Model a commitment to economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Engage in practices that advance social and economic justice	a. Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Show an understanding of client characteristics as factors that limit access to resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
21. Use practice experience to inform scientific inquiry.	a. Share information with colleagues regarding the effectiveness of services used with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Develop practice questions that might be addressed by research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Use research evidence to inform practice.	a. Use the professional social work literature to identify appropriate support services or interventions for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Continuously evaluate client outcomes to inform ongoing practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Draw upon the knowledge of colleagues to identify appropriate support services for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	a. Utilize human development theory to conduct an assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Apply human development theory in the intervention process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Critique and apply knowledge to understand person and environment.	a. Identify the impact of various systems on clients' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrate an understanding of the effect of the environment on clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Use person-environment to develop appropriate client plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
25. Analyze, formulate, and advocate for policies that advance social well-being.	a. Identify internal agency policies that affect service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Identify social policies that affect service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Demonstrate an understanding of the interplay between social policy and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Offer recommendations for addressing social policies to positively affect service delivery practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Make recommendations for addressing internal agency policies to positively affect service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Collaborate with colleagues and clients for effective policy action.	a. Support policy initiatives as directed by the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	a. Demonstrate ability to adapt skills when working with clients when there are changes in the social environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrate proficiency with technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Use technology effectively in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	a. Perform tasks on his/her own without direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Provide constructive feedback to other agency workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Give constructive feedback to agency supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

COMPETENCY 10A-D: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10A: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.	a. Show preparedness for interactions with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrate preparedness for interactions with groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Use empathy and other interpersonal skills.	a. Show empathy when working with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrate empathy with groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Develop a mutually agreed-on focus of work and desired outcomes	a. Collaborate with clients in developing goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Involve client in the decision making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

10B: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
32. Collect, organize, and interpret client data.	a. Adhere to agency policy regarding data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Use agency data appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Assess client strengths and limitations.	a. Demonstrate an ability to identify client strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrate an ability to identify client limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Develop mutually agreed-on intervention goals and objectives.	a. Collaborate with clients to develop mutually agreed upon goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Collaborate with clients to identify mutually agreed upon interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Select appropriate intervention strategies.	a. Recommend appropriate interventions for individual clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Recommend evidence-based interventions when working with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

10c: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
36. Initiate actions to achieve organizational goals.	a. Employ self-direction in conducting work to meet organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Implement prevention interventions that enhance client capacities.	a. Discuss prevention strategies to assist clients with avoiding future problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Help clients resolve problems.	a. Utilize problem solving skills to address client issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Negotiate, mediate, and advocate for clients.	a. Employ negotiation skills to enhance clients' well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Employ mediation skills to enhance clients' well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Employ advocacy skills to enhance clients' well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Facilitate transitions and endings.	a. Effectively use transition skills to move clients from intake to termination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Terminate client relationships effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

10D: EVALUATION.

Practice Behavior Specified by CSWE	Assessed Indicators	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	NA Not Applicable
41. Critically analyze, monitor, and evaluate interventions.	a. Critically appraise recommended interventions before suggesting to clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Analyze the effectiveness of interventions prior to recommending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Monitor clients' progress to ensure recommended interventions are appropriate over a period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (e.g. examples of specific activities accomplished):

OVERALL EVALUATION

Evaluation Period: Midterm Final

Please check the category that best reflects the student's progress for the evaluation period:

- This student is **performing above the expected level** of a bachelor's level social worker.
- This student is **performing somewhat above the expected level** of bachelor's level social worker.
- This student is **performing at the expected level** of bachelor's level social worker.
- This student is **functioning somewhat below** expectations of a bachelor's level social worker.
- This student is **functioning significantly below** the expectations of a bachelor's level social worker.

Comments/elaboration:

Supervisor Name: _____

Date: _____

Signature of Supervisor: _____

~ This section to be completed by the student ~

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. Please check level of agreement.

I agree with the evaluation

I do not agree with evaluation*

Student Name: _____

Date: _____

Signature of Student: _____

* 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. The disagreement should be specific and should also relate to items included in this evaluation.