

School of Social Work, UM-St. Louis, MSW Program
Foundation Field Experience
Course 5800
Agency Supervisor's Final Evaluation (Rev 6/2021)

Return forms: Hand-signed forms may be submitted in person or by fax to: (314) 516-6416. Forms sent as an email attachment to socialwork@umsl.edu may be signed electronically provided the document is sent from the professional email address of the practicum supervisor, and the student signer is copied. This fill form is best for a PC and Internet Explorer.

Student's Name:

Student ID#:

Semester:

Year:

Agency Name:

Supervisor's Name:

Phone:

Please complete the evaluation below by placing a check mark in the rating box that is appropriate for the student for each practice behavior identified. Please use the comment area to discuss ways in which the competency was met and to identify any areas in which you believe the student is particularly strong or those areas that need improvement.

As you complete this form, please have the student's ELA available and base the student's rating on the activities in the ELA that you and the student agreed upon. Please note that students must receive **an average score of 3** (Proficient) on the competencies in order to pass practicum. *Proficient* is defined as ready for social work practice at the foundation level.

Competency 1: Demonstrate Ethical and Professional Behavior					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Makes 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 2: Engage Diversity and Difference in Practice.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Engage in practices that advance social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Competency 5: Engage in Policy Practice.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

challenges within clients and constituencies.					
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Please describe the student's primary strengths and areas for growth.

Strengths:

Growth Areas:

In what ways could the social work faculty have been more helpful to the agency or the student during the course of the practicum?

Is your organization planning any changes (such as in staffing, programming, etc.) of which the University should be aware? Please describe.

Our benchmark for student proficiency on the competencies is an **overall score** of 3.0 or "proficient" on demonstration of the competencies. To calculate this score, add the score for each rated behavior **and divide by** the total number of behaviors. If the student's overall score is less than a 3.0, is it your opinion that this student should receive a passing grade for practicum? Why or why not?

Please place a check mark next to the number that reflects your response to the following questions.

How would you rank this student's effort in completing practicum tasks?

1. Consistent and outstanding
2. Consistent and above average
3. Consistent and average
4. Inconsistent and average
5. Inconsistent and below average

How would you rank this student's level of knowledge and skill compared to a typical foundation level MSW student?

1. Outstanding
2. Above average
3. Average
4. Below average
5. Poor

I have reviewed and approved the student's time sheet; the practicum hour requirement has been met.

Supervisor Signature

Date

By checking this box, I acknowledge that my typed signature is my official signature of record

Student Signature

Date

By checking this box, I acknowledge that my typed signature is my official signature of record

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