UMSL School of Social Work, MSW Program
Leadership and Social Change

Agency Supervisor's Final Evaluation (Revised 6/2021)

Course 6800 ☐   Course 6850 ☐

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 in their final semester of practicum (SW6850), students must receive **an average score of 3** (Proficient) on the competencies in order to pass practicum and graduate from the MSW program. *Proficient* is defined as ready for entry-level social work practice.

Competency 1: Demonstrates 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
Employ and document the use of a framework for ethical decision-making to anticipate and clarify conflicting values, ethical dilemmas, and decision options.	☐	☐	☐	☐	☐
Identify the need and process for seeking supervision and consultation, as well as engaging in self-reflection to guide processional judgment and behavior.	☐	☐	☐	☐	☐
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
Understand and describe the dynamics of cross-cultural and inclusion related conflicts, tensions, misunderstandings, or opportunities.	☐	☐	☐	☐	☐
Develop a plan for continuous learning/improvement in diversity, inclusion, and cultural humility.	☐	☐	☐	☐	☐
Seeks and utilizes feedback from diverse sources to strengthen practice.	☐	☐	☐	☐	☐

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
Develops an advanced understanding of current policy and service delivery pertaining to social, economic, and environmental justice.	☐	☐	☐	☐	☐
Demonstrates an advanced understanding of policy and service delivery in a specialized area of practice through actions that advance social, economic, and environmental justice.	☐	☐	☐	☐	☐
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
Critically apply practice experience to the conceptualization of the SW6400 research project.	☐	☐	☐	☐	☐
In conjunction with SW6400 develop appropriate research designs and/or generate research to inform practice/policy/service delivery.	☐	☐	☐	☐	☐
Critically apply research to social work practice with individuals, families, groups,	☐	☐	☐	☐	☐

families, groups, organizations and communities.		

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
Apply practice experience to the implementation of social policy for diverse clients, systems and constituencies.	☐	☐	☐	☐	☐
Assess how specialized policies and social delivery initiatives across systems of care affect social service provision.	☐	☐	☐	☐	☐
Understand the historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice.	☐	☐	☐	☐	☐
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
Demonstrate an **engagement** strategy based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' preferences; and practice contexts.	☐	☐	☐	☐	☐
Identify and utilize personal and professional strengths and skills, and address barriers to **engagement** with diverse constituencies.	☐	☐	☐	☐	☐

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
Demonstrate an **assessment** strategy based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' goals and preferences; and practice contexts.	☐	☐	☐	☐	☐
Identify and utilize personal and professional strengths and skills, and address barriers to **assessment** with diverse constituencies.	☐	☐	☐	☐	☐

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
Demonstrate a strategy to **intervene** based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' goals and preferences; and practice contexts.	☐	☐	☐	☐	☐
Identify and utilize personal and professional strengths and skills, and address barriers to **intervention** with diverse constituencies.	☐	☐	☐	☐	☐
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
Demonstrate a strategy to **evaluate** practice, process, or outcomes based upon: knowledge of relevant theoretical perspectives; empirical evidence; clients' and constituents' goals and preferences; and practice contexts.	☐	☐	☐	☐	☐
Critically analyze, monitor, and/or **evaluate** intervention processes, outcomes, or barriers to improve practice effectiveness.	☐	☐	☐	☐	☐
Comments:					

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

Strengths:

Growth Areas:

Are there ways in which the social work faculty could 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 advanced-practice level MSW student?

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

If this is the student's final semester in field placement, please provide your assessment of this student's readiness for entry level social work practice.

1. Surpasses expectations for entry level social work practice ☐
2. Meets expectations for entry level social work practice ☐
3. Meets expectations for entry level social work practice with the following exceptions:

4. Does not meet expectations for entry level social work practice. Please explain:

5. Does not apply. This student is not in his/her final semester of field placement. ☐

☐ 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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