

End of Semester Practicum Evaluation Form

**Field Instructors (agency)**

Familiarize yourself with the assessment scale. Rate the student on each competency, referring to the detailed descriptions provided and make sure to provide specific examples for each competency to substantiate your ratings. This is crucial for providing context and justification for the scores assigned. For the Overall Semester Competency & Recommendations, give an overall rating for the student’s performance and recommend a grade for the semester: Credit, No Credit, or Incomplete. Type in your full name to certify the accuracy and completion of the evaluation under the Signature section and date the form. If you have additional comments or observations that may assist in the student’s learning and evaluation process, include them in the Additional Comments

**For Students:**

Carefully read through the evaluation and discuss it with your Field Instructor to clarify any questions or concerns you may have. After reviewing and discussing the evaluation, type in your full name to acknowledge that you have read and understood the evaluation and date the form. If you have additional comments or feedback about the evaluation or your field experience, record them in the provided section.

**For Advisors (Hunter) :**

Review the completed evaluation form, including competency ratings and comments. Confirm the number of approved hours documented for the student’s field experience. Type in your full name to certify that you have reviewed the information and it is accurate to the best of your knowledge, then date the form.

**Field Advisors submit the final evaluation to:** [**sswfield@hunter.cuny.edu**](mailto:sswfield@hunter.cuny.edu)

**GENERAL INFORMATION (Completed by Student)**

**Today’s Date:**

**Student First & Last Name:**

**Pronouns:**

**Email:**

**Empl ID:**

**MSW Program & Year (i.e. MSW 2nd Year):**

**Practice Method:**

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**Agency Name:**

**Field Instructor First & Last Name:**

**Pronouns:**

**Email:**

**Task Manager (if applicable):**

**Pronouns:**

**Email:**

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**Field Advisor First & Last Name:**

**Pronouns:**

**Email:**

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**ASSESSMENT SCALE**

|  |  |  |
| --- | --- | --- |
| **Rating** | **Rating Description** | **Competency Level** |
| **5** | The student is fully able to perform the practice behavior*with a wide range* of client types and situations without any direction needed.  This rating is primarily used for second semester only. | **Highly Competent** |
| **4** | The student is able to perform the practice behavior *with many client* types and situations and with minimal direction needed  Typically expected rating across first and second semester for students. | **Consistently Competent** |
| **3** | The student is able to perform the practice behavior with *some* client types and situations and with some direction needed.  Student is passing with this rating. | **Competent** |
| **2** | The student is sometimes able to perform the practice behavior when considerable direction is provided  If more than four "2" ratings are provided, the student is at risk of failing. Be specific and include examples if giving this rating in the comment section. | **Approaching Competency** |
| **1** | The student is *not able* to perform the practice behavior at all.  Student is at risk of failing course and should already be provided a PIP if they are assigned this rating. Please also include and cite specific examples in the comment section. | **Not Competent** |
| **NA** | Use this rating *if this does not apply* to the student's practice at their practicum placement | **Not Applicable** |

**At mid-year, although the student may already be competent in some areas, many areas may still be developing. All ratings should be substantiated through specific examples.**

**EVALUATION (Completed by Field Instructor)**

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 1: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 1.1 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 Demonstrate professional behavior; appearance; and oral, written, and electronic communication |  |  |  |  |  |  |  |
| 1.3 Use technology ethically and appropriately to facilitate practice outcomes |  |  |  |  |  |  |  |
| 1.4 Use supervision and consultation to guide professional judgment and behavior |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**Competency 2: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels |  |  |  |  |  |  |  |
| 2.2 engage in practices that advance human rights to promote social, racial, economic, and environmental justice |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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

**Competency 3: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 3.1 Demonstrate ant-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels |  |  |  |  |  |  |  |
| 3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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**Competency 4: Engage in Practice-Informed Research and Research-informed Practice**

**Competency 4: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 4.1 Apply research finding to inform and improve practice, policy, and programs |  |  |  |  |  |  |  |
| 4.2 Identify ethical, culturally-informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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**Competency 5: Engage in Policy Practice**

**Competency 5: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services |  |  |  |  |  |  |  |
| 5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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

**Competency 6: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 6.1 Apply knowledge of human behavior and the person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies |  |  |  |  |  |  |  |
| 6.2 Use empathy, reflection, and interpersonal skills to effectively engage in culturally-responsive practice with clients and constituencies |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 7.1 Apply theories of human behavior and person-in-environment, as well as other culturally-responsive and interprofessional conceptual frameworks, when assessing clients and constituencies |  |  |  |  |  |  |  |
| 7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan |  |  |  |  |  |  |  |

**Competency 7: Ratings**

**Add Examples of Student Demonstrating Competency**

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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 8.1 Engage with clients and constituencies to critically choose and implement culturally-responsive, evidence-informed interventions to achieve client and constituency goals assessing clients and constituencies |  |  |  |  |  |  |  |
| 8.2 Incorporate culturally-responsive methods to negotiate, mediate, and advocate with, and on behalf of, clients and constituencies |  |  |  |  |  |  |  |

**Competency 8: Ratings**

**Add Examples of Student Demonstrating Competency**

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**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Competency 9: Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **N/A** |
| 9.1 Select and use culturally-responsive methods for evaluation of outcomes |  |  |  |  |  |  |  |
| 9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities |  |  |  |  |  |  |  |

**Add Examples of Student Demonstrating Competency**

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**OVERALL SEMESTER COMPETENCY**

**Overall Student Rating**

* Reminder, it is unlikely that many students will be highly competent in all of the practice behaviors you are evaluating particularly after just one semester or practice

Not Competent

Approaching Competency

Competent

Consistently Competent

Highly Competent

**Recommended Grade for the First Semester:**

Credit

No Credit

Incomplete

**Any additional comments for Field Instructor:**

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**FIELD INSTRUCTOR SIGNATURE:**

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.   
**Name:**

**Date:**

**Any Additional Comment for Task Manager (If applicable)**

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**TASK MANAGER SIGNATURE:**

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.   
**Name:**

**Date:**

**STUDENT REVIEW**

**I have read the evaluation and have discussed it with my Field Instructor:**

Yes

No

**Any additional Comments:**

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|  |

**STUDENT SIGNATURE:**

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.   
**Name:**

**Date:**

**FIELD ADVISOR REVIEW**

**I have reviewed this evaluation, including comments, and the number of approved hours.**

Yes

No

**Any additional Comments:**

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|  |

**FIELD ADVISOR SIGNATURE:**

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.   
**Name:**

**Date:**

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