**Graduate Social Work Program University of Arkansas at Little Rock**

 **EVALUATION OF FIRST YEAR STUDENT INTERNSHIP PERFORMANCE**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Foundation Semester being evaluated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1st, 2nd, or block)

Form Completed By: ם Instructor ם Student

**Guidelines**:

The foundation year evaluation instrument is comprised of 9 sections, which reflect each of the nine core foundational competencies and associated competency behaviors as described in the 2015 EPAS, and in the course outlines for Foundations Internship I & II. All demonstrated behaviors are applicable to individual, family, group, organizational, and community assignments.

It is intended that the instructor will provide ongoing feedback to the student about performance throughout the semester and that the liaison will be included in this process at the midterm and final visits. Before the final semester liaison visit, the student and instructor each independently complete the evaluation form. The student and instructor review their ratings prior to the liaison visit, identifying discussion points, areas for development, etc. At the final visit, the liaison shares her/his evaluation for discussion and facilitates development of goals for the next evaluation period. This should be included with the instructor’s evaluation form. Scores should not be changed on the individual forms. Both original forms should then be given to the liaison for submission to the Internship Office. Copies will be maintained in the student file. Students and instructors should also keep a copy.

**Core Competencies**

Students in the foundation year are required to demonstrate competency in 9 core areas, they include:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The curriculum provides the knowledge, values, skills, cognitive and affective processes necessary for the development of each of its core competencies, which become operationalized in competency behaviors specific to each competency. Each core competency has a set of behaviors, comprised of knowledge, values, skills, cognitive and affective processes. The actual competency behavior (skill) is the focus of evaluation for each student.

Students are rated on a five-point Likert-scale for each competency behavior. Individual scores for each competency behavior are then averaged for each of the 9 competencies:

**Evaluation Key**

|  |  |  |
| --- | --- | --- |
| **Scale** | **Performance Measure**  | **Description**  |
| 5 | Mastered Performance  | The student intern is able to demonstrate both effective andinnovative application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 4 | Superior Performance  | The student intern demonstrates superior application ofthe knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 3 | Competent Performance  | The student intern demonstrates competent applicationof the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 2 | Inadequate Performance  | The student intern demonstrates beginning applicationof the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 1 | Lacking Performance  | The student intern does not demonstrate the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |

**Performance Red Flags**

**First Semester (Mid-Year Evaluation)**

The expected performance for a second semester student is level 3 for each behavior. If a student receives a 1 or 2 on any competency behavior, or falls below an average of 3 on any of the nine competencies, the following steps should be taken:

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1’s or 2’s.
2. The field instructor informs the faculty liaison regarding the specific areas of concern

3. The field instructor, faculty liaison and student, develop a plan to improve competencies/practice behaviors that were identified as needing improvement

4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Second Semester (Final Evaluation)**

The expected levels of performance for a second semester student are levels 3 and 4 for each behavior and an overall average of at least a 3 for each of the 9 competencies.

The following steps should be taken in situations where the student was given ratings in the 1-2 range for any competency behavior, or, fell under an average score of 3 for **any** of the nine competencies: **It is acceptable to put “na,” in the first semester evaluation, however, there should be no instances of “na,” in the second semester evaluation.**

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1’s and 2’s.
2. The field instructor informs the faculty liaison regarding the specific areas of concern
3. Performance that falls below the expected level may preclude the student from receiving credit for field. It is assumed that a performance contract would have been in place in an effort to address low performing areas.
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Narrative Section**

The narrative section is designed to individualize the student’s evaluation, and represents a significant component of the evaluative process. It is important to clarify:

1. Specific competency behaviors (and/or specific components of competency behaviors) that need further development
2. Competency behaviors that have shown significant growth
3. Major accomplishments and areas where the students excels

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

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern makes ethical decisions by applying professional standards (i.e. 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  | 3  | 4  | 5 | na  |
| Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern demonstrates professional demeanor in behavior.  | 1  | 2  | 3  | 4  | 5 | na  |
| Intern demonstrates professional demeanor in appearance.  | 1 | 2 | 3 | 4 | 5 | na |
| Intern demonstrates professional demeanor in oral communication. | 1 | 2 | 3 | 4 | 5 | na |
| Intern demonstrates professional demeanor in written communication.  | 1 | 2 | 3 | 4 | 5 | na |
| Intern demonstrates professional demeanor in electronic communication.  | 1 | 2 | 3 | 4 | 5 | na |
| Intern uses technology ethically and appropriately to facilitate practice outcomes.  | 1  | 2  | 3  | 4  | 5 | na  |
| Intern uses supervision and consultation to guide professional judgment and behavior. | 1  | 2  | 3  | 4  | 5 | na  |

Narrative:

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**Competency #2:**  **Engage Diversity and Difference in Practice**

To what extent was student able to demonstrate…….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.  | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level. | 1 | 2 | 3 | 4 | 5 | na |
| Intern presents themselves as learners to clients and constituencies. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern engages clients and constituencies as experts of their own experiences. | 1 | 2 | 3 | 4 | 5 | na |
| Intern apples self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  1 |  2 | 3  |  4 | 5 | na  |

Narrative:

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

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  Intern applies their understanding of social justice to advocate for human rights at the individual and system levels. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels. | 1 | 2 | 3 | 4 | 5 | na |
| Intern engages in practices that advance social justice. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern engages in practices that advance economic justice. | 1 | 2 | 3 | 4 | 5 | na |
| Intern engages in practices that advance environmental justice.  | 1 | 2 | 3 | 4 | 5 | na |

Narrative:

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**Competency** **#4: Engage In Practice-informed Research and Research-informed Practice**

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern uses theory to inform scientific inquiry and research. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern uses practice experience to inform scientific inquiry and research. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies critical thinking to engage in analysis of quantitative research methods and research findings. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies critical thinking to engage in analysis of qualitative research methods and research findings. | 1 | 2 | 3 | 4 | 5 | na |
| The ability to use and translate research evidence to inform and improve practice, policy, and service delivery. | 1  | 2  | 3  | 4  | 5 | na  |

Narrative:

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**Competency #5: Engage in Policy Practice**

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  | 1  | 2  | 3  | 4  | 5 | na  |
| Intern assesses how social welfare and economic policies impact the delivery of and access to social services. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice. | 1 | 2 | 3 | 4 | 5 | na |

Narrative:

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

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | 1  | 2  | 3  | 4  | 5 | na  |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern collects and organizes data and applies critical thinking to interpret information from clients and constituencies. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies 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. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | 1 | 2 | 3 | 4 | 5 | Na |
| Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 1 | 2 | 3 | 4 | 5 | na |

Narrative:

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

 To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.  | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 1  | 2  | 3  | 4  | 5 | na  |
| Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.  | 1 | 2 | 3 | 4 | 5 | na |
| Intern facilitates effective transitions and endings that advance mutually agreed-on goals. | 1 | 2 | 3 | 4 | 5 | na |

Narrative:

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

To what extent was student able to demonstrate….?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Intern selects and uses appropriate methods for evaluation of outcomes | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | 1  | 2  | 3  | 4  | 5 | na  |
|  Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes. | 1  | 2  | 3  | 4  | 5 | na  |
| Intern applies evaluation findings to improve practice effectiveness at the micro level. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies evaluation findings to improve practice effectiveness at the mezzo level. | 1 | 2 | 3 | 4 | 5 | na |
| Intern applies evaluation findings to improve practice effectiveness at the macro level. | 1 | 2 | 3 | 4 | 5 | na |

Narrative:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Additional Narrative:

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Instructor Signature & Date Student Signature & Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_







Liaison Signature & Date

***Please use additional space if needed.***