Evaluation of Student Internship Performance

*Management and Community Practice Concentration*

*First and Second Semesters of the Concentration Year*

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| *Student:* |  | *Field Instructor:* |  |
| *Faculty Liaison:* |  | *Organization:* |  |

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| *Form completed by:* |  | Instructor | | |  | Student | |
| *Semester being evaluated:* | | |  | MCP Internship I | | |  | | MCP Internship II |

*Description of evaluation process*

• The evaluation form is available as a Word document and is formatted so that all information except the signatures may be easily entered electronically.

• The evaluation instrument comprises nine sections reflecting each of the nine advanced competencies of the MCP concentration and the associated competency behaviors that demonstrate mastery of the competency.

• The field instructor shall have provided ongoing feedback to the student about performance throughout the semester, and the faculty liaison shall have been included in this process at least at the mid-semester and end-of-semester visits.

• Before the end-of-semester liaison visit, the student and instructor are each to complete the evaluation form independently. The student and instructor review their ratings prior to the liaison visit, identifying discussion points, including strengths and areas for further development. At the end-of-semester visit, the liaison shares her/his observations, clarifies the performance feedback, and, at the end of the first semester, facilitates development of goals for the next evaluation period.

• Both the student’s and the instructor’s performance evaluation forms and the liaison’s end-of-semester report shall be submitted by the liaison to the internship coordinator of the program. Copies will be maintained in the student file. Students and instructors should also keep copies.

*Key to ratings*

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| **Scale** | **Performance Measure** | **Description** |
| 5 | Mastered Performance | The student intern is able to demonstrate both effective and  innovative 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 of  the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 3 | Competent Performance | The student intern demonstrates competent application  of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior. |
| 2 | Inadequate Performance | The student intern demonstrates beginning application  of 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. |

It is acceptable to put “na,” in the first semester evaluation, however, there should be no instances of “na,” in the second semester evaluation.

*Overall expectation of student performance in the Internship*

*First Semester (Midyear Evaluation)*

The expected performance for a first semester student is level 3 for each competency 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/competency behaviors that were identified as needing improvement

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

*Second Semester (Final Evaluation)*

The expected levels of performance for a second semester student are levels 3 and 4 for each competency 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 behaviors, or fell under an average score of 3 for **any** of the 9 competencies:

1. The field instructor describes in the narrative section what justified the rating(s). The instructor should be as specific as possible as to why student received 1’s and 2’s.

2. The field instructor informs the faculty liaison about the specific areas of concern

3. Performance that falls below the expected level may preclude the student from receiving credit for the internship. 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 internship coordinator

*Narrative Sections*

The narrative sections are designed to make the student’s evaluation individual, specific, and information-rich. The narrative comments on each competency are a significant component of the evaluative process. It is important for both student and field instructor to specify…

… specific competency behaviors (and/or specific components of competency behaviors) that need further development,

… competency behaviors that have shown significant growth, and

… major accomplishments and areas where the student excels.

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

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern identifies opportunities for social workers to initiate and guide change efforts in organizations and communities. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern integrates self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern applies ethical decision-making skills to practice situations. | | 5 | 4 | 3 | 2 | 1 | NA |
| Intern uses supervision and consultation to guide professional judgement and behavior. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 1** *(The cell below will expand as you type.)* |
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| **Competency #2: Engage Diversity and Difference in Practice** |

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern works with macro-level client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals. | | 5 | 4 | 3 | 2 | 1 | na |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 2** *(The cell below will expand as you type.)* |
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| **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice** |

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern works with macro-level client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, environmental deprivation, and disempowerment. | | 5 | 4 | 3 | 2 | 1 | na |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 3** *(The cell below will expand as you type.)* |
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| **Competency** **#4: Engage in Practice-Informed Research and Research-Informed Practice** |

*To what extent did the student demonstrate the following competency behaviors:*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern uses knowledge of appropriate theories, models, and research methods to support their approaches to initial assessment, intervention and evaluation | | 5 | 4 | 3 | 2 | 1 | na |
| Intern works with client systems to clarify and deepen program logic models and incorporate meaningful evaluation. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 4** *(The cell below will expand as you type.)* |
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| **Competency #5: Engage in Policy Practice** |

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern understands the historical and current policy contexts related to practice situations. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern joins with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 5** *(The cell below will expand as you type.)* |
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| **Competency #6: Engage with Organizations, and Communities** |

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern utilizes knowledge of advanced practice theories to substantively and affectively prepare for action with client systems. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern uses empathic responding, self-reflection, and other interpersonal skills to effectively engage diverse clients and constituencies | | 5 | 4 | 3 | 2 | 1 | na |
| Intern develops with their client systems mutually agreed-on focus of work and desired outcomes. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 6** *(The cell below will expand as you type.)* |
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| **Competency #7: Assess Individuals, Organizations, and Communities** |

*To what extent did the student demonstrate the following competency behaviors:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern draws from advanced practice theories and treatment models to collect, organize, and, interpret data from the assessment with individuals, families, groups, communities and organizations. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern assess client systems’ strengths and limitations. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern develops clear and mutually agreed-on interventions, intervention strategies, based on research knowledge. | | 5 | 4 | 3 | 2 | 1 | NA |
| Intern develops clear and mutually agreed-on goals, and objectives of interventions. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 7** *(The cell below will expand as you type.)* |
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| **Competency #8: Intervene with Organizations, and Communities.** |

*To what extent did the student demonstrate the following competency behaviors:*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern utilizes advanced practice theories to select and implement interventions to achieve client system goals, helping client systems resolve problems and capitalize on opportunities. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern increases client systems’ own capacities to accomplish their goals. | | 5 | 4 | 3 | 2 | 1 | na |
| Intern facilitates effective transitions and endings that advance mutually agreed-on goals. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 8** *(The cell below will expand as you type.)* |
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| **Competency #9: Evaluate Practice with Organizations, and Communities.** |

*To what extent did the student demonstrate the following competency behaviors:*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Intern applies research skills and knowledge to select and use appropriate methods to critically analyze, monitor, and evaluate practice interventions and outcomes | | 5 | 4 | 3 | 2 | 1 | na |
| Intern critically analyzes, monitors, and evaluates the effectiveness of social welfare programs. | | 5 | 4 | 3 | 2 | 1 | NA |
| Intern applies the findings of evaluation to make modifications in their own behaviors and choices, and in program design, implementation and effectiveness. | | 5 | 4 | 3 | 2 | 1 | NA |
|  | Average score: | | | | | | |

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| **Narrative, Advanced Competency 9** *(The cell below will expand as you type.)* |
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*Signatures*

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| *Field Instructor:* | |  | *Date:* |  |
| *Student:* | |  | *Date:* |  |
|  | I agree with the instructor’s evaluation. |
|  | I disagree with the instructor’s evaluation. |
|  | I will submit an addendum. |
| *Faculty Liaison:* | |  | *Date:* |  |