

**CARTHAGE COLLEGE SOCIAL WORK PROGRAM  
LEARNING CONTRACT & EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION**

***This is a working, evolving document that is likely to change throughout the course of the semester. It is recommended that activities are added to this document electronically to allow for easier editing and updating.***

STUDENT:

\_\_\_\_\_  
(PRINTED NAME)

\_\_\_\_\_  
(SIGNATURE)

AGENCY:

\_\_\_\_\_  
FACULTY FIELD DIRECTOR: Debbie Minsky-Kelly, LCSW

FIELD INSTRUCTOR:

\_\_\_\_\_  
(PRINTED NAME)

\_\_\_\_\_  
(SIGNATURE)

DATES OF FIELD INTERNSHIP:

FALL 2022 - SPRING 2023

\_\_\_\_\_  
(FILL IN YEAR)

STUDENT INTERNSHIP SCHEDULE: **Mon:** 10:00a-2:00p & **Tues:** 9:00a-5:00p (Simmons) **Wed:** 9:00a-2:00p (Uptown)

WEEKLY SUPERVISION DAYS/TIME: Kahlil supervision while at Simmons. Linda supervision/meeting every Wednesday at 9:30.

\_\_\_\_\_  
(DAY OF THE WEEK)(TIME)

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**CORE COMPETENCIES & THE FIELD INTERNSHIP:** The 9 competencies specified in this learning contract & evaluation form were established in 2015 by the CSWE (Council on Social Work Education) which is the national accrediting organization for all social work programs, website is <https://www.cswe.org/>  
The standard by which an intern is to be compared is that of a new beginning-level social worker.

**THE FORM:** This form serves as both the student's learning contract as well as their mid-year and final field evaluation. To fill out this

form please do the following:

1. Record student activities in the learning contract (this is a graded assignment for students):
  - a. Within the first month of the fall semester, students and supervisors should write out nine activities the student will complete in the first semester of their internship. Activities should be listed under the competency the activity allows the student to demonstrate. Within the first month of the spring semester, students and supervisors should write out nine additional activities the student will complete in the second semester of their internship. By the end of the intensive field placement, students should have 18 activities completed, two under each of the 9 competencies. The supervisor's scoring of competency in each of the nine practice areas will be based upon the student's success in completing these activities. The measures for evaluation should also be outlined on the learning contract at the time the activity statements are completed.
  - b. One task can be used for more than one competency, as long as it is clear how this activity helps the student demonstrate the associated skills. Each activity must have its own measure for student performance.
  - c. It is expected that students will add and/or adjust tasks in the learning contract as the semester progresses.
  - d. Please be sure the activities identified are clearly associated with the competency being demonstrated. For example, the activity "attend staff meeting" does not clearly apply to any competency, but could cover almost any competency if connected adequately. This activity could be modified to state, "Discuss an ethical dilemma at a staff meeting" (competency 1) or "Review an agency policy at a staff meeting" (competency 5).
  - e. Each student must identify one "stretch" activity to complete during their 450 hours of intensive field. A "stretch" activity is defined as one which is intended to help the student build on a specific area of growth identified collaboratively by the student, field supervisor, field director, and/or other faculty/mentors. Typically, a "stretch" activity causes students some discomfort, as it forces them to engage in a new activity in which they feel uncertain about their skills, knowledge, or abilities.
  - f. **Course-embedded activities that are listed in red in the learning contract note the ways in which academic assignments connect to students' fieldwork. These activities are evaluated by faculty and do not require any instructor feedback or scores.**
2. Evaluation of students:
  - a. For each activity, please describe how the student will be evaluated (observation by whom, weekly supervision, case study, case notes, logs, presentations, etc.) This section is supposed to tell the student how their competence in that task will be evaluated and by whom.
  - b. Students are expected to create a shared Google document of this learning plan and make it available to their field seminar faculty, the Carthage field director, and their field supervisor(s). Students will document their activities and reflections on these throughout the semester in this learning contract. This Google doc should serve as a living document for both students and their supervisors to score student progress as well as provide narrative comments.

- c. There will be two formal evaluation meetings of student progress, in which the field director visits the student and supervisor(s) at their site. One meeting will occur in late November or early December, and the second meeting will occur in late April or early May. The purpose of these meetings is to provide students with feedback on their progress in demonstrating competency in all practice areas. The field director will base first and second-semester field grades on a combination of factors: scores on learning contracts; comments from student and supervisor regarding student progress; verbal feedback shared in face-to-face and/or other communications; and quality of academic assignments associated with the field course.
- d. For the first evaluation meeting, students must have completed nine activities and have evaluation scores and comments from their supervisor on these. Students must also include their self-reflections on the first nine activities before the supervisor enters scores and comments. The nine activities may cover all or some of the competencies. So, completing two activities under the same competency in the first field semester is perfectly acceptable. By the time of the second evaluation meeting, a total of 18 activities (two under each competency) must be completed and scored with comments from both the student and supervisor.
- e. It is expected that activities on the learning contract will change over time. For example, a student in a school setting might plan to start a group to address truancy issues under competency 8 (intervention). The student researches best practices and develops a group curriculum. The group may ultimately not occur, as perhaps no students sign up to participate. So, this activity could then be moved to competency 4 (research-informed practice). There may be other examples of unexpected activities that students complete in the field which is found to help them demonstrate competency.
- f. If the student has not yet had an opportunity to practice competency in time for the first-semester evaluation, please write in "TBD". This will indicate that students will have an opportunity to demonstrate that practice competency in the 2<sup>nd</sup> semester.
- g. When scoring students on their demonstration of competency, please keep in mind that the national standard for BSW competency is a score of 3 on the 5-point scale. Scores of 5 are generally viewed as a "master" level of competency. Students certainly may have stronger and weaker areas of practice, but students can earn an A (but will not always earn an A) for the field with consistent scores of 3 in all areas of their learning contract. Grades for the field are determined by the field director based upon multiple factors, including: evaluation and comments from supervisor and student on the learning contract; other feedback received from field supervisor; review of field reflection journal and other assignments by field director; observations and discussions with students regarding their field experience; and consultation with other faculty as to how well the student is applying their field experience to their academic work.
- h. For each core competency, it is helpful to have written feedback that specifies areas of strength as well as areas for improvement. Written comments are especially helpful if a student's scores **are above or below a score of "3"**.
- i. There should be no "N/A" or "not applicable" scores.
- j. This learning contract/evaluation form is to be signed by the student and their supervisor at the end of each field

semester. The student is responsible for electronically submitting the signature page to the field director at the end of each semester.

- k. Students will be included in both the mid-year and final evaluation process, and they may elect to include additional comments for the record prior to signing the evaluation. It is highly preferred that performance concerns are known to students prior to completion of the mid and end-of-year evaluations. The field director can also be contacted at any time in the semester to discuss concerns for students or field supervisors.

Please use the following scoring for the evaluation of student learning:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	<b>The intern has met the expectations for interns in this area</b> <i>(please provide specific rationale for scores above or below a 3)</i>
2	The intern has not as yet met the expectations in this area, but the intern gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area and does not give indications s/he will do so in the near future
TBD: The intern will have an opportunity to demonstrate this practice competency in the 2nd semester, this score should not be used at end of year evaluations.	

### THE PHILOSOPHY OF THE EVALUATION OF LEARNING

As we consider the teaching-learning transaction in field education we can note two basic assumptions:

1. The teaching-learning process is a human transaction that involves the teacher and learner in a set of dynamic interrelationships. Teachers and learners engage in a complex process of exploration and identification of needs for and resistances to learning and change; experimentation and fact-finding; testing and planning for utilization of learning and change in the life of the individual;
2. The target of education is change and growth in the student and his/her behavior and skills. This would include the demonstration of skills as well as cognitive and attitudinal learning as basic aspects of individual growth and behavioral change.

Several areas should be examined to develop an effective approach to teaching and learning:

- ◆ what the learner brings to the transaction
- ◆ what the teacher brings to the transaction

- ◆ the interaction process between learner and teacher
- ◆ the conditions necessary for learning and change
- ◆ the maintenance of change and utilization of learning in the life of the learner
- ◆ the establishment of the process of continued learning

**The Evaluation Process**

The process of evaluation is a continuous one and an important part of the training in self-awareness necessary to the development of a professional social worker. It is not limited to the written evaluation in the middle and at the end of the internship, rather it is closely involved with the learning process itself. An early explanation of evaluations should be given to the student as a continuous part of supervision within field education. For the field supervisor, it will begin with his/her earliest assessment of the student's needs as a basis for his/her own plans to teach.

Questions that guide the teaching, planning, and evaluation process in supervision include:

- ◆ From the evidence, what is this student able to do in meeting the requirements of his/her/their assignments?
- ◆ How effectively does he/she/they do it?
- ◆ What makes him/her/them able to do it?
- ◆ What makes him/her/them less able to do it?
- ◆ How can he/she/they be helped, on the basis of his/her/their strengths, to a higher level of achievement?
- ◆ What basic knowledge and skills does the student have that are below the expected BSW level?
- ◆ In light of the student's learning pattern and field education use, how can teaching and learning be implemented?

Core competency and associated learning outcomes (practice behaviors).	Evaluation Scores (1-5)		Learning Activities & Associated Measures for Evaluation (At least two for each of the 9 competencies)
	1st Sem	2nd Sem	
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b> Practice Behaviors: ✓ <b>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</b>			Course embedded activity: Praxis reflection journals and weekly in-class field discussions: Students will complete bi-weekly praxis journals throughout their senior field experience which demonstrate

<p><b>additional codes of ethics as appropriate to context;</b></p> <ul style="list-style-type: none"> <li>✓ <b>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b></li> <li>✓ <b>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b></li> <li>✓ <b>use technology ethically and appropriately to facilitate practice outcomes; and</b></li> <li>✓ <b>use supervision and consultation to guide professional judgment and behavior.</b></li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p><b>their use of reflection and self-regulation to manage personal values and maintain professionalism in practice situations. The praxis reflection journal and weekly in-class field discussions are also opportunities for students to use supervision and consultation to guide professional judgment and behavior.</b></p> <p><b>Measure for evaluation: The student's level of engagement with this assignment will be evaluated based upon thorough, thoughtful, and on-time submissions of bi-weekly journal assignments that follow the parameters outlined in the assignment description</b></p> <p><b>Activity #1:</b>  <i>The KPL Social Work intern completed a three-day onboarding process with staff members at all four branches for the Kenosha Public Library system (Northside, Southwest, Uptown, and Simmons). During this time, the student displayed this competency by arriving on time for each meeting and conducting herself in a professional manner (appropriate dress, behavior, and communication).</i></p> <p><b>Measure for evaluation:</b>  <i>This competency will be evaluated by the intern's direct supervisor, who was present for the entire first day of the onboarding process, scheduled hourly meetings for the student to attend over Google Meets, and had discussions with the intern afterward to</i></p>
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		<p><i>debrief on content. This supervisor has been in contact with the intern over email, Google Meets, and phone conversations, so he will be able to evaluate this portion as well.</i></p> <p>Activity #2:</p> <p>Measure for evaluation:</p>
<p><b>Competency 2: Engage Diversity &amp; Difference in Practice Practice Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>✓ present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>✓ apply self-awareness</li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p>		<p>Activity #1: <i>The KPL Social Work intern will complete this competency by treating all clients with respect and courtesy regardless of personal or unknown biases. The student will establish an inclusive and diverse intake form that doesn't push clients into boxes, but rather encourages them to answer in ways that best express their true selves.</i></p> <p>Measure for evaluation: <i>Once the intake form is completed, this can be reviewed by supervisors for inclusivity and effectiveness in gathering pertinent information.</i></p>

<p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p>Activity #2</p> <p>Measure for evaluation:</p>
<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>  <b>Practice Behaviors:</b>          ✓ apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and          ✓ engage in practices that advance social, economic, and environmental justice.  <b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p>Activity #1:  <i>The KPL Social Work intern will display this competency through their participation in <b>improving and advancing</b> services, resources, and opportunities for client/patron systems. The student will complete this through the collection of information about a variety of community resources in order to expand existing access and knowledge of the services provided by agencies (such as the Shalom Center and Crisis Intervention) as well as look into new resources for patron referral.</i></p> <p>Measure for evaluation:  <i>This competency will be evaluated by either one of the intern’s supervisors, who will be updated weekly on the information-gathering process. The student has started a large-scale spreadsheet that will allow her to share any information gathered in an</i></p>



		<p><i>effective manner. With this, the intern is in the process of developing an intake form for local organizations when she meets with them to collect more information... Both of these digital pieces will be looked at for this evaluation.</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
<p><b>Competency #4: Engage In Practice-informed Research and Research-informed Practice</b></p> <p><b>Practice behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ use practice experience and theory to inform scientific inquiry and research;</li> <li>✓ apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>✓ use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>		<p>Applied Research Project (ARP): Students will develop an <b>applied research project</b> (ARP) relevant to their assigned field agency and approved by their supervisor in consultation with stakeholders (e.g. agency leaders, clients, community partners) which demonstrates a commitment to anti-oppressive social work practice.</p> <p>Measure for evaluation: Faculty will evaluate a student's ARP based on the learning they achieved through the development and execution of their project.</p> <p>Activity #1:</p>

<p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p><i>The KPL Social Work intern will display this competency through a staff-based needs assessment that will allow the student to identify areas that might require more attention. This will be an activity that will improve how the student plans to practice and deliver service at the libraries.</i></p> <p>Measure for evaluation:  <i>For this activity, the student has created a series of questions to ask staff about patron questions and referrals in a document (which has been discussed with 3-4 current staff members at this time), however, this may change to a digital survey to be emailed to staff at Simmons and Uptown (her main locations), as the student feels that anonymity may lead to better/honest responses. This activity may be evaluated by her supervisors and staff based on accessibility, navigation, and the applicable nature of the survey.</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
<p><b>Competency #5: Engage in Policy Practice</b></p> <p><b>Practice Behaviors:</b></p> <p>✓ Identify social policy at the local, state, and federal levels that impact the well-being, service delivery, and access to social</p>			<p>Activity #1:  <i>The KPL Social Work intern will display this competency through a thorough exploration of the Kenosha Public Library's policies,</i></p>

<p>services;</p> <ul style="list-style-type: none"> <li>✓ assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>✓ apply critical thinking to analyze, formulate, and advocate for policies advance human rights and social, economic, and environmental justice.</li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p><i>procedures, and resources to ensure the best client service delivery. This is an important goal, as Social Workers and Librarians have very different policies and procedures when it comes to providing services to clients/patrons.</i></p> <p>Measure for evaluation:  <i>This competency will be evaluated by either one of the intern's supervisors, who will be updated on the student's activity at least once a week. The student will also refer back to supervisors with any clarifying questions or concerns about agency policies, and supervisors will be able to assess the intern's level of understanding of agency policies.</i></p> <p>Activity #2</p>
<p><b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Practice Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>✓ use empathy, reflection, and interpersonal skills to effectively and</li> </ul>			<p>Measure for evaluation:</p> <p><b>Field facilitation assignment: Students will co-facilitate in-class field discussions which provide them an opportunity to demonstrate their group facilitation skills including empathy, reflection, and interpersonal skills.</b></p> <p><b>Measure for evaluation: Faculty will evaluate</b></p>

<p>engage diverse clients and constituencies.</p> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p><b>students' use of narrative and general SW facilitation skills in the completion of this activity.</b></p> <p>Activity #1:  <i>The KPL Social Work intern will connect with Brandi Cummings about the "Welcome Home" group for recently incarcerated individuals. The student will display this competency through observing effective facilitation of groups as well as using empathy and reflection, and interpersonal skills during her interactions/engagements with individuals in the group.</i></p> <p>Measure for evaluation:  <i>With regard to Brandi, supervisors will assess any feedback given to them by her and the Social Work intern after each <b>monthly meeting</b> of "Welcome Home" for the evaluation of this activity.</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
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<p><b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Practice Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>✓ 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;</li> <li>✓ develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>✓ select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>			<p>Activity #1:  <i>The KPL Social Work intern will apply their knowledge of human behavior and the social environment in an effort to collect information about older/elderly patrons. The student will then use this data in a way that will focus on understanding the client's environment and individual needs in order to <b>plan</b> for effective interventions.</i></p> <p>Measure for evaluation:  <i>This goal was specifically brought up by the intern's supervisor, Linda, and will be a project that can be touched on each week during their hour-long meetings. This activity will be assessed based on the effectiveness of the research and subsequent intervention <b>plan</b>.</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
<p><b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Practice Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies;</li> </ul>			<p>Activity #1:  <i>The KPL Social Work intern will engage in collaborative practice to coordinate patron and community resource interventions. The student will apply their knowledge in</i></p>

<ul style="list-style-type: none"> <li>✓ apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>✓ use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>✓ negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> </ul> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>	<p>1st Sem</p>	<p>2nd Sem</p>	<p><i>deciding which intervention techniques or referrals will best fit the needs of each patron.</i></p> <p>Measure for evaluation: <i>Supervisors will be in contact with the student every week, and will be able to witness individual intervention techniques and referrals in person. This evaluation will be based on the intern's ability to demonstrate the use of appropriate intervention strategies (the content of each interaction will be recorded by the student as well, as suggested by Ashley Cedeno).</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
<p><b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p><b>Practice Behaviors:</b></p> <ul style="list-style-type: none"> <li>✓ select and use appropriate methods for evaluation of outcomes;</li> <li>✓ apply knowledge of human behavior and the social environment,</li> </ul>			<p>Activity #1: <i>The KPL Social Work intern will evaluate practices and interventions with individuals and/or groups in a library setting. This evaluation will be conducted by continuously</i></p>

<p>person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;          ✓ critically analyze, monitor, and evaluate intervention and program processes and outcomes; and          apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <p><b>Student thoughts on progress:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p> <p><b>Supervisor comments:</b></p> <p><b>1st semester:</b></p> <p><b>2nd semester:</b></p>		<p><i>seeking, consuming, and applying evaluation-based evidence from existing literature to effectively inform future practices for potential library social workers at KPL.</i></p> <p>Measure for evaluation:  <i>This is a new field for libraries to explore, and a new agency for social work interns. With that being said, this is an exploratory experience, that will require agency and patron evaluation by the intern throughout both semesters. The supervisors will best be able to measure the progress of this specific activity through weekly check-ins, as well as the data collected by the intern about any patron interactions or community resource referrals/connections happening.</i></p> <p>Activity #2</p> <p>Measure for evaluation:</p>
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**Overall Evaluation at 1st semester:**

Please check **one** of the following at the mid-year evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question of whether this intern will be ready for beginning-level social work practice by the end of the placement.

\_\_\_ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will be ready for beginning-level social work practice by the end of the placement. This intern should perhaps be encouraged to pursue another major.

Overall 1st semester comments from supervisor:

Overall 1st semester comments from student:

Signature of Agency Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

My agency supervisor and faculty director have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- |   |
|---|
| <input type="checkbox"/> I agree with the evaluation    |
| <input type="checkbox"/> I do not agree with evaluation |

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

\* If the student disagrees with the evaluation s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.

<b><u>FINAL OVERALL EVALUATION:</u></b>
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Please check **one** of the following at the final evaluation. At the midterm evaluation, do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning-level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning-level social work practice.
- This intern is not yet ready for beginning-level social work practice.
- This intern is not yet ready for beginning-level social work practice and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.



Overall end of year comments from supervisor:

Overall end of year comments from student:

Signature of Agency Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<input type="checkbox"/> I agree with the evaluation
<input type="checkbox"/> I do not agree with evaluation*

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

\* If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.